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OFFICER CANDIDATE SCHOOL CURRICULUM OPTIMIZATION.(U)
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(12)

TAEG REPORT NO. 45

OFFICER CANDIDATE SCHOOL CURRICULUM OPTIMIZATION

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FEBRUARY 1977

TRAINING ANALYSIS AND EVALUATION GROUP

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From: Chief of Naval Education and Training
To: Distribution List

Subj: TAEG Report #45: Officer Candidate School Curriculum Optimization

1. The subject study was conducted to provide recommendations for the reduction of the Navy Officer Candidate School to 16 weeks in compliance with a POM 78 decrement. Pages 1 through 73 provide an acceptable basis for curriculum design and planning by the Chief of Naval Technical Training. Although the report recommended the elimination of rifles in training and a reduction in the frequency of pass-in-review (PIR) exercises, the Chief of Naval Education and Training is not prepared to approve this recommendation without further evaluation and consideration of the views of others. The remaining recommendations should be considered as a framework for continuing discussion and consideration, taking fully into account the responsibility of the Chief of Naval Personnel in the area of establishment of officer accession program objectives.

2. TAEG Report #45 is authorized for dissemination for information purposes.

James B. Wilson

JAMES B. WILSON

TAEG Report No. 45

OFFICER CANDIDATE SCHOOL CURRICULUM OPTIMIZATION

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February 1977

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This report describes the results of a study which culminates in recommendations for the reduction of the Navy Officer Candidate School program from 19 weeks to 16 weeks with minimum degradation in the quality of officer output. The purpose of the study was to recommend an appropriate curriculum by topic, hours per topic, and other procedures by which to achieve the mandated reduction in training time.

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20. ABSTRACT (continued)

The report provides an overview of the Department of Defense (DoD) and Department of Transportation (DoT) (Coast Guard) officer acquisition systems, and compares the Navy OCS to other OCS programs in the system. A comparison of OCS and other Navy initial officer acquisition programs is also presented. A detailed description of the Navy OCS is provided, and a discussion of the relationship of OCS to the follow-on schools which both OCS graduates and graduates of other Navy officer acquisition programs may attend is discussed.

A survey of Fleet personnel was conducted to identify the importance and frequency of use of the various elements of the OCS curriculum and to define Fleet perceptions of OCS training.

Based upon the results of these efforts, recommendations are made for a 16-week curriculum and for revisions to instructional topics and training activities. Additional recommendations for near-term consideration are also provided.

A final section of the report is devoted to a discussion of issues affecting the Navy officer accession training process. The accomplishment of officer job task analyses and an analysis of the current management structure for all Navy officer accession programs are recommended.

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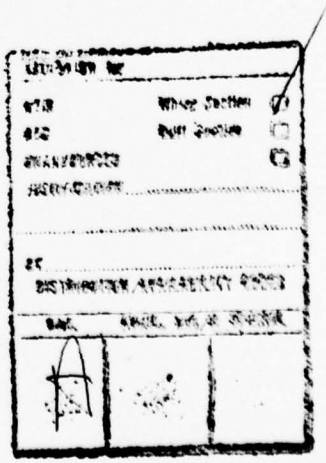
FOREWORD

This study was undertaken in response to a request by the Chief of Naval Technical Training (CNTECHTRA), through the Chief of Naval Education and Training (CNET), to provide recommendations for the reduction of the Navy Officer Candidate School to 16 weeks as mandated by a CNET POM decrement. Observations and conclusions relative to the optimizing of that revised curriculum were also requested. Implementation of recommendations provided herein will be based on approval by CNET and action by CNTECHTRA.

This study was begun in September 1976 and completed in December 1976. The proposed curriculum, together with a summary of the findings and conclusions that form its rationale, are found in section IV of this report. This chapter is specifically designed to satisfy those readers whose concern is particularly directed to this material. Additional description of the methodologies used during the study, and a more expanded explanation of the information it produced, is included in the other sections and in the various appendices.

The study team extends its appreciation to Mr. D. Robert Copeland, TAEG, for his considerable inputs to the study and to Dr. Myron Zajkowski, TAEG, for his technical and editorial assistance in the preparation of the report. Appreciation is also extended to Captain Lucille Kuhn, USN, Director; Commander James Tedder, USN, Assistant Director; and Commander John Morris, USN, Training Development and Appraisal Officer, of OCS, and their staffs and instructors, for their generous support and assistance during the course of the study, and to the many persons at various Naval activities who gave of their time to discuss present and future officer accession programs.



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SECTION I

INTRODUCTION

This study examines the Navy's Officer Candidate School (OCS), its role in the officer accession process, and those factors that impact on the required revision of its curriculum. A Chief of Naval Education and Training (CNET) POM-78 decrement[1] mandates reduction of the current 19-week OCS instructional program to 16 weeks, effective 1 October 1977. Within this reduced training time, which is made necessary by resource constraints, OCS must continue to produce graduates who can meet entry-level follow-on school and Fleet requirements.

BACKGROUND

Like all services of the Armed Forces, the Navy conducts an organized system of officer accession training to ensure a continuing input of qualified men and women for its positions of commissioned leadership. Within this accession pipeline, initial acquisition programs such as OCS, the U.S. Naval Academy (USNA), the Naval Reserve Officer Training Corps (NROTC), Aviation Officer Candidate School (AOCS), and similar programs, provide military orientation and basic skill and knowledge training to potential officers. These programs provide individuals different paths to the common goal of commissioning, a flexibility that serves the Navy as well as the individual. Follow-on schools and specialized courses build on this initial training to satisfy functional and advanced skill requirements in warfare, staff corps, and other specialty areas.

Currently, the Navy officer accession training environment is affected by a decreasing availability of resources. For OCS, this condition is reflected in the impending reduction in course length. Decreasing resources, coupled with the importance of the initial training programs for entering officers, emphasize the need for continuing attention by Naval managers responsible for the conduct of such training. The development and implementation of the revised OCS curriculum to meet the imposed time limitation must be accomplished without degradation of the quality of its graduates reporting for duty to the Fleet.

PURPOSE

The purpose of this study is to provide recommendations for decreasing the OCS curriculum length from 19 to 16 weeks to conform to the CNET POM 78 decrement mandate. Satisfaction of this task is accomplished

[1] Decrement 066, CNET POM 78 Decrement Summary, Code N-314/96 of 16 June 1976.

through the development of a 16-week instructional program by curriculum topic and suggested numbers of hours to be devoted to each topic. The revision is completed with minimum sacrifice of curriculum quality and OCS graduates will continue to be able to satisfy follow-on school and Fleet entry-level requirements for entering officers.

SCOPE

The study focuses on those major factors that must be considered in a revision of the OCS curriculum. Accordingly, most attention is paid to the formal OCS instructional program and its satisfaction of requirements levied on OCS graduates by follow-on schools and the Fleet.

There are, of course, numerous noncurricular operations and activities that directly impact on the OCS training program. Consistent with the severe time constraint imposed on the conduct of this study, areas such as the recruiting and selection process, program management, student backgrounds and characteristics, instructor assignment and training, and similar internal and external influences were examined. It is from analysis of all data obtained during these examinations that recommendations related to the revised curriculum were drawn.

Ideally, a job task analysis is essential to the development of a training curriculum. However, the severe time constraint imposed upon this study, approximately 3½ months, prohibited the conduct of such an analysis. Under this circumstance, the study is based upon curriculum topics currently in use, with the assumption that their relevance and validity were at least satisfactory in producing qualified graduates for follow-on schools and Fleet assignment.

Several other factors constrained the conduct of the study:

- Differences in reporting requirements and administrative procedures caused by diverse program management organization made data acquisition difficult and comparison of that data uncertain in some instances.
- Because of study completion deadlines, input data reflects a cutoff date of December 1976.
- The study was conducted only at activities and operating Fleet units on the Atlantic coast. No interviews or observations were made with units of the Pacific Fleet because of time and resource constraints.

TECHNICAL APPROACH

A rational, subjective approach emphasizing direct observation and field interview techniques was used in the conduct of this study. Figure 1 provides an overview of study activities and portrays their relationships. The study was conducted in two phases: Phase I was concerned with the acquisition of data and information pertinent to the study; Phase II focused on the analysis of that data and information.

As a first step in Phase I, pertinent instructions, curricula, and other information related to selected Department of Defense (DoD)/Navy officer accession programs in general, and the Navy OCS program in particular, were reviewed. General discussions with appropriate training and training management personnel were held. A Defense Documentation Center literature search was accomplished. Information gathered from these activities and people established background and provided directional guidance for the study.

Direct observations were then made of the training programs of Navy OCS and its various follow-on schools. From these visits, data related to the current Navy OCS curriculum, its training environment, and its relationships with other training activities were gathered and instructional problem areas and program needs were identified. Visits to the Surface Warfare Officers School (SWOS), the Submarine School (SUBSCOL), and the Supply Corps School (NAVSCSCOL) provided information on follow-on training activities and curricula, and defined areas of commonality and interface between these schools and the OCS program. These observations provided first-hand definition of the policies and practices currently employed within the officer accession pipeline and clarified those curricular requirements levied on the OCS curriculum by follow-on schools. Because of its functional similarity to Navy OCS, the U.S. Coast Guard Officer Candidate School was also visited and information on its instructional program obtained.

As the final step of Phase I, structured interviews with Fleet officer personnel were conducted at Fleet units in Newport, RI; Norfolk, VA; Charleston, SC; and Mayport, FL. The officers interviewed were selected from those duty stations to which OCS graduates are initially assigned, usually after follow-on training, and included both senior, supervisory personnel and recent OCS graduates. Prioritization techniques (e.g., supervised rank-ordering of curriculum topics, structured card sorts) were used during these interviews to differentiate criticality of curriculum topics within the current OCS instructional program.

Phase II, the data analysis phase, consisted of a series of comparative analyses of the data and information acquired during Phase I. Comparisons among the various groups of data were conducted in the context of the DoD and Navy officer accession training process. General

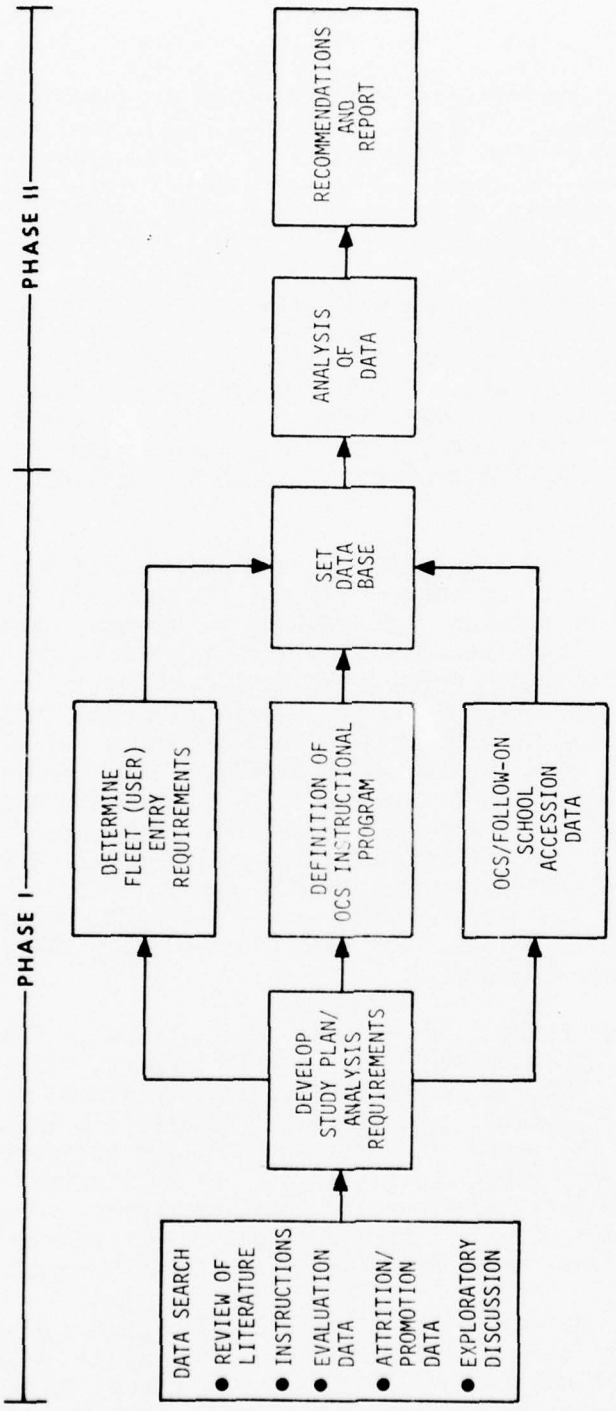


Figure 1. Sequence of Study Activities

areas of curricular commonality between OCS and the various follow-on schools were identified. Officer Candidate School graduate assignments, promotion track records, performance statistics, and similar information were used as available and pertinent. These analyses provided the basis for recommendations related to the required revision of the OCS curriculum.

More detailed descriptions of the various techniques and specific methodologies used during the course of this study are found in those sections of the report to which they apply.

A list of personnel providing inputs to the study is provided in appendix A.

ORGANIZATION OF THE REPORT

In addition to this introduction, four other sections are included in this report. Section II presents a description of the present DoD officer accession environment in general and the Navy's officer accession programs in particular. Specific attention is paid to comparisons between the Navy OCS program and its counterparts in the other services and other Navy initial acquisition programs.

In section III, the Navy OCS training program is described in detail including discussion of its place in the officer accession pipeline, definition of its current curriculum, profiles of its students, and discussion of its staffing and support. A discussion of follow-on schools, as they relate to OCS, is presented. The Fleet interview effort forms another major topic discussed in this section.

Section IV summarizes the study findings and presents recommendations for a revised OCS curriculum. Rationales for individual recommendations and alternative topic options are noted as appropriate. Next, the proposed 16-week OCS curriculum and an estimate of the impact of the revised program are presented.

Section V addresses various substantive issues that arose during the course of the study. Included are statements and discussions of issues that impact on the Navy's officer accession effort, not only within the OCS program but throughout the pipeline. Because time and other restrictions limited this study, recommendations for further study efforts are suggested in this section.

SECTION II

THE OFFICER ACQUISITION PROCESS

The purpose of this section is to describe the overall Department of Defense (DoD)/Department of Transportation (DoT) officer acquisition process and the officer acquisition programs of the various services and to compare the Navy OCS with (1) other Navy initial officer acquisition programs and (2) other service OCS programs. This discussion describes the officer acquisition training environment within which the Navy OCS operates, provides an understanding of the specific purposes it serves within the acquisition process, and compares it with the training systems with which it must compete. The objective of this discussion is to provide a perspective in which recommendations to reduce OCS training time and to optimize its curriculum are made.

THE DOD/DOT OFFICER ACQUISITION SYSTEM

The Armed Services[2] of the United States meet their requirements for commissioned officers through a variety of acquisition programs. The traditional primary source of officers is the Service Academy. Each of the military services, except the Marine Corps, conducts a 4-year undergraduate course of instruction and training to provide commissioned officer graduates for its own needs. The USNA functions as a service academy for the Marine Corps.

The service academies are stable, long lead-time programs which produce a significant proportion of career military officers. Successful completion of the specified academic and military requirements entitles the graduate to a Bachelor of Science degree and a Regular Commission in one of the military services. The service academies differ from other collegiate institutions in that their curricula are specifically designed to train men and women for service as professional military officers.

A second source of commissioned officers is the Reserve Officer Training Corps (ROTC), a 4-year course of instruction carried out at many colleges and universities across the nation. The ROTC is also a stable, long lead-time program and provides the largest single input of officers to the military forces. Collegiate institutions provide ROTC programs as a supplement to normal academic curricula, and requirements for graduation and commissioning are separately maintained and administered.

Officer candidate schools are the principal short lead-time source of commissioned officers and, characteristically, are capable of responding very quickly to fluctuations in officer manpower requirements. The Navy, Marine Corps, and Air Force offer direct entry into OCS to selected

[2]The Coast Guard is included in this category because of its wartime role.

college graduates without previous enlisted service; the Army requires certain enlisted service of its entrants. Officer Candidate School programs range from 8 weeks to 19 weeks in length. All programs are open to women. Navy, Army, and Air Force programs are fully integrated in this regard; the Marine Corps maintains separate programs for men and women. Other types of officer acquisition training programs include:

- off-campus commissioning programs, such as the Marine Corps' Platoon Leaders Course and the Navy's Aviation Reserve Officer Candidate (AVROC) Program and Reserve Officer Candidate (ROC) Program. These are intermediate lead-time programs, providing college students the opportunity to earn a commission through several periods of summer training.

- enlisted commissioning programs, such as the Navy Enlisted Scientific Education Program (NESEP). This program offers selected Navy enlisted personnel a baccalaureate education in Engineering/Science at selected civilian universities in preparation for duty as commissioned officers.

Each of the services uses a mix of source programs for acquisition of new officers; the mix of programs is based upon the characteristics of each source and the needs of the individual services. Source programs vary in their appeal to different types of applicants, in the depth of the instruction they provide and in their incidence of officer retention. In addition, different acquisition programs keep the officer corps from being drawn from too narrow a segment of the national population and provide the opportunity for highly qualified enlisted personnel to become officers.

There are no major differences between the various types of officer acquisition programs used by the Navy and other military services; the distinction lies almost entirely in curricula and in the criteria used for recruitment and selection.

THE RELATIONSHIP OF NAVY OFFICER CANDIDATE SCHOOL TO OTHER NAVY OFFICER ACQUISITION PROGRAMS

There are seven major officer acquisition programs within the Navy. They are:

- U.S. Naval Academy (USNA)
- Naval Reserve Officer Training Corps (NROTC)
- Navy Enlisted Scientific Education Program (NESEP)
- Reserve Officer Candidate (ROC) Program
- Aviation Officer Candidate School (AOCS)
- Aviation Reserve Officer Corps (AVROC) Program
- Officer Candidate School (OCS)

Each of the programs is designed to provide entry-level skills for officers in support of one or more of the various missions of the Navy. Appendix B describes each of these programs in some detail.

The data in table 1 provide the basis for comparison of program elements of the Navy OCS and selected Navy officer acquisition programs--the USNA, NROTC, and the AOCS. These major acquisition programs provide the bulk of Regular and Reserve officer entrants to the Navy. Because of increased budgetary constraints, NESEP and AVROC programs have a diminished role in initial officer acquisition training; the ROC program will be phased out during FY 77. Accordingly, the latter programs are not included for comparison.

METHODOLOGY. The information presented in table 1 and described in the following paragraphs was acquired through review of published documents and discussions with representatives of the various programs.

PROGRAM RELATIONSHIPS. The essential nature of each of the selected programs can be inferred from comparison of their mission statements. The mission of OCS is to provide selected college graduates with the basic skills, knowledges, and military indoctrination appropriate for entry-level Naval officers in surface and subsurface warfare specialties, unrestricted and restricted line billets, and the Supply Corps. The OCS program is entirely military in its orientation.

The military curriculum of the USNA is similar to that of OCS. However, at the USNA military and academic training are interwoven and a baccalaureate degree is conferred by the Academy at the time of commissioning. These concurrent training requirements imply a longer instructional program whose focus must be twofold. The USNA provides officers to all types of Navy duty.

Like the Academy and OCS, NROTC provides prospective officers with basic Naval officer skills in preparation for entry-level duty. However, NROTC training is an adjunct to the separately conducted undergraduate curriculum of a civilian university or college. Upon the successful completion of undergraduate studies, the college or university awards baccalaureate degrees; upon completion of prescribed NROTC requirements, the prospective officer is commissioned by a separate authority. Like graduates of the USNA, NROTC graduates may be assigned to any Navy duty.

The mission of AOCS is different from that of OCS, the USNA, and NROTC in that it prepares the prospective candidate only for entry-level duty as a Naval officer in Aviation Warfare designators. Other Naval acquisition programs equip future officers for entry-level duties in several areas, one of which might be aviation. Like OCS, the AOCS program conducts no concurrent undergraduate program, requiring its entrants to have completed a baccalaureate education prior to entry.

TABLE 1. SELECTED* NAVY OFFICER ACQUISTION PROGRAMS

PROGRAM CHARACTERISTICS	OCS	NAVAL ACADEMY	ROTC	AOCS
BASIC MISSION	TO PROVIDE SELECTED COLLEGE GRADUATES WITH BASIC SKILLS AND KNOWLEDGE AND MILITARY INDOCTRINATION APPROPRIATE FOR ENTRY LEVEL NAVAL OFFICERS IN SURFACE, SUBSURFACE WARFARE SPECIALTIES, UNRESTRICTED LINE AND SUPPLY CORPS.	TO PROVIDE A FOUR-YEAR UNDERGRADUATE PROGRAM OF ACADEMICS AND PROFESSIONAL MILITARY INSTRUCTION LEADING TO A BACCALAUREATE DEGREE AND COMMISSION AS A CAREER NAVAL OFFICER	TO TRAIN SELECTED UNDERGRADUATES IN DESIGNATED CIVILIAN COLLEGES AND UNIVERSITIES IN BASIC SKILLS AND KNOWLEDGE AND MILITARY INDOCTRINATION APPROPRIATE FOR ENTRY-LEVEL DUTY AS CAREER-PROFESSIONAL NAVAL OFFICERS.	TO PROVIDE SELECTED COLLEGE GRADUATES WITH BASIC SKILLS AND KNOWLEDGE AND MILITARY INDOCTRINATION APPROPRIATE FOR ENTRY-LEVEL DUTY AS NAVAL OFFICERS IN AVIATION WARFARE DESIGNATORS.
COMMISSION: REGULAR OR RESERVE	RESERVE	REGULAR	REGULAR OR RESERVE	RESERVE
LOCATION	NEWPORT, RI	ANNAPOLIS, MD	SELECTED COLLEGES AND UNIVERSITIES	PENSACOLA, FL
COMBINED OR SEPARATE PROGRAMS FOR MEN AND WOMEN	COMBINED			COMBINED FY 77
INITIAL ASSIGNMENT DESIGNATORS	● UNRESTRICTED LINE (SURFACE, SUBMARINE) ● RESTRICTED LINE ● STAFF CORPS	● UNRESTRICTED LINE (SURFACE, SUBMARINE, AND AIR) ● RESTRICTED LINE ● STAFF CORPS		● UNRESTRICTED LINE (AIR)
TRAINING INPUT, OUTPUT, AND LOAD FOR FY 1977**	INPUT 1229 / OUTPUT 1020 / LOAD 477	INPUT 1350 / OUTPUT 976 / LOAD 4150	INPUT 2999 / OUTPUT 1331 / LOAD 8100	INPUT 300 / OUTPUT 270 / LOAD 80
ESTIMATED PERSONNEL TRAINING SUPPORT FOR FY 1977**	MILITARY 115 / CIVILIAN 10	MILITARY 810 / CIVILIAN 1712	VARIES WITH INSTITUTION	MILITARY 38 / CIVILIAN 0
RATIO OF TRAINING SUPPORT TO ANNUAL STUDENT OUTPUT	1:8	1:.4	DATA NOT AVAILABLE	1:7.1
RATIO OF TRAINING SUPPORT TO STUDENT LOAD	1:3.8	1:1.7	DATA NOT AVAILABLE	1:2
ATTRITION - PERCENTAGE DIFFERENTIAL BETWEEN INPUT AND OUTPUT	17%	27%***	55%***	10%
CURRENT LENGTH OF TRAINING	19 WEEKS	4 YEARS	4 YEARS	16 WEEKS****
BASIC COURSE CONTENT	● LEADERSHIP AND MANAGEMENT ● NAVAL OPERATIONS ● NAVAL ORIENTATION AND GENERAL MILITARY TRAINING	● LEADERSHIP AND MANAGEMENT ● NAVAL OPERATIONS ● NAVAL ORIENTATION AND GENERAL MILITARY TRAINING ● ACADEMIC COURSES LEADING TO A BACHELOR OF SCIENCE DEGREE	● LEADERSHIP AND MANAGEMENT ● NAVAL OPERATIONS ● NAVAL ORIENTATION AND GENERAL MILITARY TRAINING ● HOST SCHOOLS PROVIDE ACADEMIC COURSES LEADING TO A BACCALAUREATE DEGREE	● LEADERSHIP AND MANAGEMENT ● NAVAL OPERATIONS ● NAVAL ORIENTATION AND GENERAL MILITARY TRAINING ● AVIATION FUNDAMENTALS
FOLLOW-ON TRAINING	● NUCLEAR POWER SCHOOL/NUCLEAR POWER TRAINING ● SUBMARINE OFFICERS BASIC COURSE (SOBC) ● SURFACE WARFARE OFFICER SCHOOL (SWOS) ● SUPPLY CORPS SCHOOL ● FLEET SCHOOLS	● NUCLEAR POWER SCHOOL/NUCLEAR POWER TRAINING ● SUBMARINE OFFICERS BASIC COURSE (SOBC) ● SURFACE WARFARE OFFICERS SCHOOL (SWOS) ● SUPPLY CORPS SCHOOL ● FLEET SCHOOLS ● NAVAL AVIATION ● MARINE CORPS SCHOOLS		● BASIC FLIGHT SCHOOL ● ADVANCED FLIGHT SCHOOL ● SPECIALIZED AVIATION SCHOOLS

* NOT INCLUDED ARE: AVROC, ROC, NESEP

** MILITARY MANPOWER TRAINING REPORT FOR FY 77. MARCH 1976.OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE (MANPOWER AND RESERVE AFFAIRS). DEPARTMENT OF DEFENSE, WASHINGTON, D. C.

*** BASED ON SINGLE YEAR DATA

**** INCLUDES AVIATION INDOCTRINATION COURSE

Additional observations from table 1 include the following:

- Only NROTC graduates may be commissioned either Regular or Reserve; all other programs lead to a single commissioned status. If the student receives an NROTC scholarship (which includes books, tuition, and a monthly stipend), he or she will receive a Regular commission. If the student does not participate in the scholarship program, a Reserve commission is issued.

- The training for men and women officers in all four programs is now combined. Men and women are required to complete the same academic and military training requirements, occupy the same dormitories, and with minor variations, complete the same amount of physical training. A combined program was initiated at OCS in 1973, at NROTC in 1975, and the first female midshipmen were enrolled at the Academy in July of 1976. At AOCS, females were matriculated for the first time during FY 77.

- The projected OCS officer output for FY 77 falls between that of NROTC and USNA.

- OCS has less training support per student load or per annual student output than any other Navy acquisition program.

- Of the programs compared, AOCS has a shorter training program than OCS. Academy and NROTC programs are not strictly comparable in that they are 4-year training programs leading to a baccalaureate degree as well as a commission.

- The basic difference in course content among OCS, AOCS, the USNA, and NROTC is that the latter two include undergraduate programs in which military subjects are incorporated with, or an adjunct to, a standard college curriculum. The OCS and AOCS offer postgraduate curricula which concentrate on specific military-oriented instruction required by Naval officers.

- The similarities in curricula are derived from the fact that all Naval officer acquisition programs are designed to meet a common objective--the initial qualification of Naval officers. Thus, curricula are similar in their content related to instruction in Naval subjects. All graduates are expected to be qualified to meet follow-on school prerequisites or the initial requirements of Fleet duty.

- Follow-on training available to graduates of OCS is similar to that available to graduates of the USNA and NROTC. In addition, however, USNA/NROTC graduates may opt for duty in Naval aviation or with the Marine Corps. Follow-on training available to graduates of AOCS is, at first, restricted to aviation-related duty. However, should an AOCS graduate fail to complete such training, he or she may be reassigned to another follow-on school or to duty.

THE RELATIONSHIP OF NAVY OFFICER CANDIDATE SCHOOL TO OTHER SERVICE OCS PROGRAMS

In the process of determining the factors which must be considered in recommending revisions to the OCS curriculum, it became apparent that, because they have similar objectives, the officer candidate schools of other military services and the Coast Guard should be reviewed. Examination of the characteristics of OCS programs, other than the Navy's, provides another dimension to this analysis of the Navy OCS Training.

METHODOLOGY. The data presented in this part of section II and summarized in table 2 was acquired through a review of published documents and through discussions with representatives of the Army, Air Force, and Marine Corps OCSs. Data on the Coast Guard OCS was provided by the school during a visit by Training Analysis and Evaluation Group (TAEG) personnel. The latter program was considered of special interest because of the similarity of its program and objectives to those of the Navy OCS.

PROGRAM RELATIONSHIPS. There are some areas of commonality shared by all OCS programs:

- All have essentially the same purpose; to provide short-term initial training for the commissioning of officers in response to fluctuations in officer strength requirements.

- All OCS graduates are awarded Reserve component commissions.

Comparison of other characteristics of other OCS programs provides the following observations:

- Each of the services has a single OCS.

- All the services have integrated training for men and women officer candidates, or will have such an arrangement in FY 77, except for the Marine Corps, which has separate programs for men and women.

TABLE 2. DoD/DoT OFFICER CANDIDATE SCHOOL* PROGRAMS

PROGRAM CHARACTERISTICS	NAVY	MARINE CORPS	ARMY	AIR FORCE	COAST GUARD
MISSION	TO PROVIDE SELECTED COLLEGE GRADUATES WITH BASIC SKILLS AND KNOWLEDGES AND MILITARY INDOCTRINATION APPROPRIATE FOR NEWLY COMMISSIONED OFFICERS, AND TO PROVIDE RAPID RESPONSE CAPABILITY TO MEET *FLUCTUATIONS IN OFFICER MANPOWER REQUIREMENTS*				
COMMISSION REGULAR OR RESERVE	**RESERVE**				
LOCATION	NEWPORT, RI	QUANTICO, VA	FT. BENNING, GA	LACKLAND A.F.B., TX	YORKTOWN, VA
COMBINED OR SEPARATE PROGRAMS FOR MEN AND WOMEN	COMBINED	SEPARATE	COMBINED FY 1977	COMBINED	COMBINED
TRAINING INPUT, OUTPUT AND LOAD FOR FY 77**	INPUT 1229 OUTPUT 1020 LOAD 477	INPUT 1160 OUTPUT 741 LOAD 200	INPUT 1460 OUTPUT 1070 LOAD 360	INPUT 881 OUTPUT 775 LOAD 195	INPUT 230 OUTPUT 200 LOAD 100
ESTIMATED PERSONNEL TRAINING SUPPORT FOR FY 77**	MILITARY 115 CIVILIAN 10	MILITARY 555 CIVILIAN 205	MILITARY 72 CIVILIAN 20	MILITARY 222 CIVILIAN 131	MILITARY 16 CIVILIAN 2
RATIO OF TRAINING SUPPORT TO ANNUAL STUDENT OUTPUT	1:8	1:1	1:12	1:2	1:11
RATIO OF TRAINING SUPPORT TO STUDENT LOAD	1:3.8	3.8:1	1:3.9	1.8:1	1:5.6
ATTRITION (PERCENTAGE) DIFFERENCE BETWEEN INPUT AND OUTPUT	17%	36%	27%	12%	13%
CURRENT LENGTH OF TRAINING	19 WEEKS	12 WEEKS (Men) 8 WEEKS (Women)	14 WEEKS	12 WEEKS	16 WEEKS
BASIC COURSE CONTENT	● LEADERSHIP AND MANAGEMENT ● NAVAL OPERATIONS ● NAVAL ORIENTATION AND GENERAL MILITARY TRAINING	● DRILL, INSPECTION, AND PARADES ● PHYSICAL TRAINING AND CONDITIONING ● LEADERSHIP ● WEAPONS ● SMALL UNIT TACTICS ● GENERAL MILITARY TRAINING (GMT)	● COMBINED ARMS TACTICS ● STAFF SUBJECTS ● GENERAL SUBJECTS ● COMMUNICATIONS/ ELECTRONICS ● UNIT/MATERIAL/READINESS ● WEAPONS ● STUDENT EVALUATION AND COUNSELING	● COMMUNICATIVE SKILLS ● LEADERSHIP AND MANAGEMENT ● HUMAN BEHAVIOR ● PROFESSIONAL KNOWLEDGE ● FIELD LEADERSHIP	● COAST GUARD ORIENTATION ● SEAMANSHIP/READINESS ● OPERATIONS ● NAVIGATION ● LEADERSHIP
FOLLOW-ON TRAINING	● NUCLEAR POWER SCHOOL/ NUCLEAR POWER TRAINING ● SUBMARINE OFFICER BASIC COURSE (SOBC) ● SURFACE WARFARE OFFICERS SCHOOL (SWOS) ● SUPPLY CORPS BASIC QUALIFICATIONS COURSE (BQC) ● FLEET SCHOOLS	● OFFICERS BASIC COURSE ● SPECIFIC OFFICER-JOB-SKILL TRAINING	● OFFICER BRANCH COURSE (INFANTRY SCHOOL, ARTILLERY SCHOOL, etc.)	● FLIGHT TRAINING ● TECHNICAL SCHOOLS	● FLIGHT TRAINING ● SPECIALIZED TRAINING

*THE AIR FORCE PROGRAM IS CALLED OFFICER TRAINING SCHOOL (OTS)

**MILITARY MANPOWER TRAINING REPORT FOR FY 77. MARCH 1976.OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE (MANPOWER AND RESERVE AFFAIRS), DEPARTMENT OF DEFENSE, WASHINGTON, D. C.

- The ratio of training support personnel to estimated FY 77 training output for the Navy OCS--one support person for every eight graduates--is significantly more economical than Marine Corps and Air Force programs, but less economical than Army and Coast Guard programs.

- The current 19-week Navy OCS program is longer than any of the other service OCS programs.

- As indicated by basic course content and follow-on training, each service designs its OCS curriculum to meet operational requirements. The most closely related curriculum to that of the Navy OCS is the Coast Guard OCS. However, the Navy curriculum covers a much broader range of operations than does the Coast Guard, whose mission and types of equipment are more limited.

- Similarities in each OCS curriculum include an orientation to the Service; general military training, including drill, weapons qualification and customs; leadership and management; communications skills; and operational aspects of the Service.

- The great majority of the OCS graduates, regardless of their Service, will proceed to advanced training consistent with their designated duty and for which a foundation of knowledge is provided by their OCS training. In relatively few instances do OCS graduates go directly to an initial operational assignment, except in the case of the Coast Guard.

SECTION III

ANALYSIS OF THE NAVY OFFICER CANDIDATE SCHOOL PROGRAM

The purpose of this section is to provide a detailed description of the present Navy OCS, to review the nature of its interface with major follow-on schools, and to examine a cross-section of Fleet opinion regarding the quality and relevance of OCS training in relation to the entry-level requirements for ensigns reporting for Fleet duty. The information reported in this section is designed to provide a basis and rationale for recommendations to be considered in reducing OCS training time and optimizing the future curriculum.

THE CURRENT OCS PROGRAM

The first part of this section is devoted to an examination of the present OCS in terms of the curriculum, extracurricula training activities, administration and management, training support, student profile and educational background, and attrition and retention of officer candidates.

METHODOLOGY. The information concerning the current OCS program is based upon a review of published data from a variety of sources and, more importantly, through formal visits by study team members to the OCS and continuing informal contacts with school staff members. These procedures included the following activities:

- Structured interviews concerning all aspects of the OCS program with the administrative staff, department heads, instructors, and officer candidates.
- A detailed review of the published curriculum and activity schedules. Care was taken to identify and document activities not normally found on the daily/weekly schedules, but conducted before and after regular classes and on weekends.
- A review of the physical training program.
- A review of leadership opportunities. Instruction in individual and unit leader skills was reviewed, touching upon the frequency and length of the instruction, its relationship to the purpose and objectives of OCS training, and the benefits and essentiality of the rifle drill, parades, and ceremonies.
- Discussions concerning the relationship between the OCS and the Recruiting Command. This activity explored OCS involvement in the process of recruitment and selection of qualified candidates and the possibility of increased participation by OCS in that process.

- Discussions of certain portions of the existing OCS curriculum required by directive from higher authority as to relevance, essentiality, and conformance with OCS training objectives. Defensive Driving and Operational Security (OPSEC) are examples of topics so designated.

- A review of the process of testing and evaluating officer candidates. This included examination of the phase tests, practical/criterion-referenced tests, final examinations, evaluations by company officers and peers, and the overall evaluation process.

- Examination of procedures for remedial instruction and/or training were conducted.

- Review of the profile of the typical officer candidate. In addition to demographic, general, and educational background characteristics, student motivations for OCS attendance were included in the review.

- Review of the OCS graduate career promotion record.

- Discussions with the OCS staff concerning the rate of attrition among officer candidates, including the basic causes, remedial measures, and disenrollment procedures. A general discussion on retention of OCS graduates in the Fleet was also conducted.

- Review of initial assignments of officer candidates to follow-on schools, specialized training, and the Fleet.

- Discussions on the role and training of women officer candidates. This activity identified variations in training and assignments experienced by female officer candidates.

- Discussions concerning the administrative and instructional staff, their backgrounds, selection, training, and duties.

CURRICULUM. The present OCS course includes a total of 584 periods (clock hours) of instruction and training, over a 19-week period. An additional 81 hours is devoted to administrative activities and holiday allowances. The scheduling of the course of instruction is arranged into three trimesters.

The current academic curriculum is divided into three major areas: (1) Leadership/Management, (2) Naval Operations, and (3) Naval Orientation/ General Military Training. Each of the areas of training is designed to provide the basic skills and knowledges peculiar to the major aspects of the newly commissioned officer's duty; i.e., personnel management as a

division officer; basic familiarity with ship characteristics and the equipment with which he will be working; how to effectively utilize men and material; and, very importantly, an indoctrination into the military environment, with an understanding of his role as a Naval officer. Implicit in the design of curriculum is the understanding that OCS provides the necessary academic, technical, and military foundation which, when combined with various follow-on school training, results in the fully prepared junior officer, whatever his assignment may be.

Leadership/Management. In this area, students spend 182 periods studying management skills, discipline administration, personnel administration, resource management, and human resources management.

In recent years, there has been an increasing awareness that "people management"--the use of effective techniques in dealing with the everyday problems and situations arising within any organization--is fully as important as achieving effective performance in the technical knowledge needed for an assignment. This philosophy, which is reflected in the emphasis given to the leadership/management portion of the OCS curriculum, is also evidenced in certain follow-on schools and in Fleet training activities.

Officer Candidate School training in leadership/management provides a theoretical background in these principles appropriate to the post-graduate level. The theories of Maslow, Herzberg, McGregor, and other authorities in the field are examined. Lectures are supplemented by case studies, role playing, and film presentations, with the emphasis on student participation. The goal of the instruction is the practical application of leadership/management principles to the routine duties and special problems which will be encountered by the OCS graduate as a division officer. Other areas of leadership/management training are:

- Resource Management: the Navy 3-M system, theory and practical application, and Navy logistics in general.
- Discipline Administration: the principles and application of the Uniform Code of Military Justice.
- Human Resource Management: current social problems in the Navy and methods of coping with them; principles for optimum use of human resources in organizational improvement.
- Personnel Administration: Naval regulations and procedures governing correspondence, personnel records, and organizational management appropriate for the division officer.

Naval Operations. The second area, Naval Operations, consists of 230 periods spent in basic courses incorporating seamanship, Naval communications,

Naval warfare and mission, Naval engineering, damage/disaster control, safety, and piloting and celestial navigation.

The Naval operations area of instruction is designed to provide the officer candidate with a broad knowledge of the Navy's major missions, ships, weapons systems and organization, and to provide introductory training in the technical skills and knowledges required of the junior officer for the conduct of his duties. Included in this area of the curriculum are the following:

- Naval Warfare: primary warfare missions, sensors, weapons, and the tactics of the various operating and support forces.
- Seamanship and Theory of Motion: skills and knowledges associated with ship handling, rules of the road, and junior officer duties aboard ship.
- Navigation: piloting and celestial.
- Naval Communications: systems, procedures, skills, and security.
- Naval Engineering: Naval construction (ship, aircraft, and shore), propulsion and auxiliary systems.
- Damage/Disaster Control: principles, procedures, and practical application.
- Safety: principles and procedures.

Naval Orientation/General Military Training. The third major area consists of 172 periods of orientation to the duties and responsibilities of the officer candidate and the junior officer. This phase of training provides the officer candidate with an indoctrination to the Navy environment, an understanding of his role and responsibilities as an officer, and other general military training. The purpose is to achieve the conversion of a civilian or former enlisted person into a Naval officer.

Instruction includes:

- Duties and responsibilities of an officer candidate
- Drill: individual and unit leader
- .45 caliber pistol indoctrination
- Physical and aquatics training, including physical fitness and swimming proficiency tests, and water survival

- Defensive driving: vehicle safety
- First Aid: basic principles
- Shipboard Orientation: visits to ships in port
- Seapower Lectures: history, strategy, and the current world situation
- Initial Assignment Counseling: aids to the selection of choice of duty assignment
- Company Officer Counseling: briefings on officer privileges, benefits, customs, and courtesies
- Navy Chaplain Lectures: the role of the chaplain; Red Cross and Navy Relief assistance.

EXTRACURRICULAR TRAINING ACTIVITIES. There are, in addition to the major areas of the curriculum discussed above and other scheduled activities, a significant number of officer candidate training activities which are not reflected in the master schedule of 665 clock hours. These other activities, which take place apart from the present 7-hour academic day, include the following (hours are approximate):

- Watch Standing - 40 hours
- Inspection (personal and quarters) - 16 hours
- Weight Control Program (5 percent of students) - 15 hours
- Physical Training (extra instruction, as required - 5 percent of students) - 15 hours
- Swimming Training (extra instruction, as required - 10 percent of students) - 15 hours
- Additional Instruction (voluntary - 50 percent of students) - 2 to 10 hours
- Extra Academic Instruction (mandatory if test failed - 20 percent of students) - 2 to 10 hours
- Tactical Trainer Competition - 5 hours
- Sports Night - 32 hours
- Field Night (clean quarters) - 32 hours

- Drill (additional, as required) - 32 hours
- Pass in Review Practice - 32 hours
- Extra Military Instruction for Demerits (Saturday morning - 5 percent of students) - 3 hours.

Watch standing is individually scheduled. Inspections by the Commanding Officer and company officers are conducted periodically; not all require the presence of the officer candidate. Officer candidates are expected to devote evening hours to study. Student officer leadership positions require a certain amount of time and effort beyond the above requirements. Weekend liberty is normally from 0800 Saturday until 1800 Sunday; however, extra study may be required during this period.

INSTRUCTORS. Instructional support for the above activities is provided by Navy officers and enlisted personnel. This instructor staff, in addition to their regular schedule, provides additional instruction when required and carries out a continuing program for improvement of instruction and curriculum. They regularly participate in Performance Review Board (PRB) sessions and are involved in extracurricula activities.

Instructor Staff Manning. The present instructor allowance for OCS is 36 officers and 11 enlisted personnel. At the time of the TAEG visit, there were 35 officers and 9 enlisted instructors on board. These personnel provide a manning capability for about 450 students maintaining a 1:25 classroom instructor-student ratio, distributed within the 3 classes concurrently on board (150 to 160 per class).

Selection of Instructors. The selection of best qualified personnel for assignment as instructors is a matter of concern to the OCS administration, and close coordination is maintained with NAVPERS Placement Officers and Detailers. Instructors are drawn from a variety of Naval specialties, and each prospective instructor is considered on the basis of his background and knowledge of the subject to be taught.

Training of Instructors. Prior to commencing instructor duties, all assignees complete a 3-week instructor training course at the Instructor Training School at Newport. Other specialized instructor training may include one or more of the following schools or courses:

- Human Resources Management School
- Naval Justice School
- Race Relations Education Training
- Race Relations Training--Local Program

- Race Relations Training--Executive Seminars
- Defense Race Relations Instruction
- 3M Managers Course
- Local Alcohol/Drug Abuse Training

Instructor Tour of Duty. The usual tour of duty for instructors is 2 years for men, 3 years for women. Instructors are usually assigned to, and remain in, a specific area of instruction; e.g., Naval Operations, but may be transferred to other departments if appropriate vacancies exist, either at their request or based upon the need of the school.

Instructor Responsibilities and Teaching Techniques. The technique most commonly used by OCS instructors is platform lecturing with student participation, using blackboard, charts, and audio-visual aids. Seminars and student presentations are also used in those areas for which they are appropriate. Training devices include the USS BUTTERCUP, damage control trainer; yard patrol craft, for practical application of operations skills; and the Device 20A6 Bridge/CIC tactical trainer.

ADMINISTRATION AND MANAGEMENT. The Naval OCS is administered by the CNET and is under the functional command of the CNTECHTRA. It is one of seven schools operated by the Naval Education Training Center (NETC) at Newport, Rhode Island. The OCS Director also acts as Director of the International Officer Candidate School (INTOCS) and several OCS staff officers devote part of their time to this program.

OCS Staff Organization and Functions. The organization (see figure 2) provides for three functions: Command, Administrative, and Training. The command and administrative functions are exercised by the Director and Assistant Director and their staff. The Training Development and Appraisal Officer supervises the Academic and Military Branches, Scheduling, Programs, and Initial Assignment Counseling.

The staff provides administration and support for all aspects of the school operation: in-processing and out-processing; berthing and messing; scheduling of academic and other activities; long-range planning; and coordination with Recruiting Command, follow-on schools, the Fleet, and higher commands within CNET.

The staff reviews and records Officer Candidate progress. Performance Review Boards are conducted regularly, and required disciplinary and/or personnel actions are carried out by staff members.

The Training Development and Appraisal Officer is also charged with review of the curriculum and instruction to insure compliance with directives and the needs of the Navy.

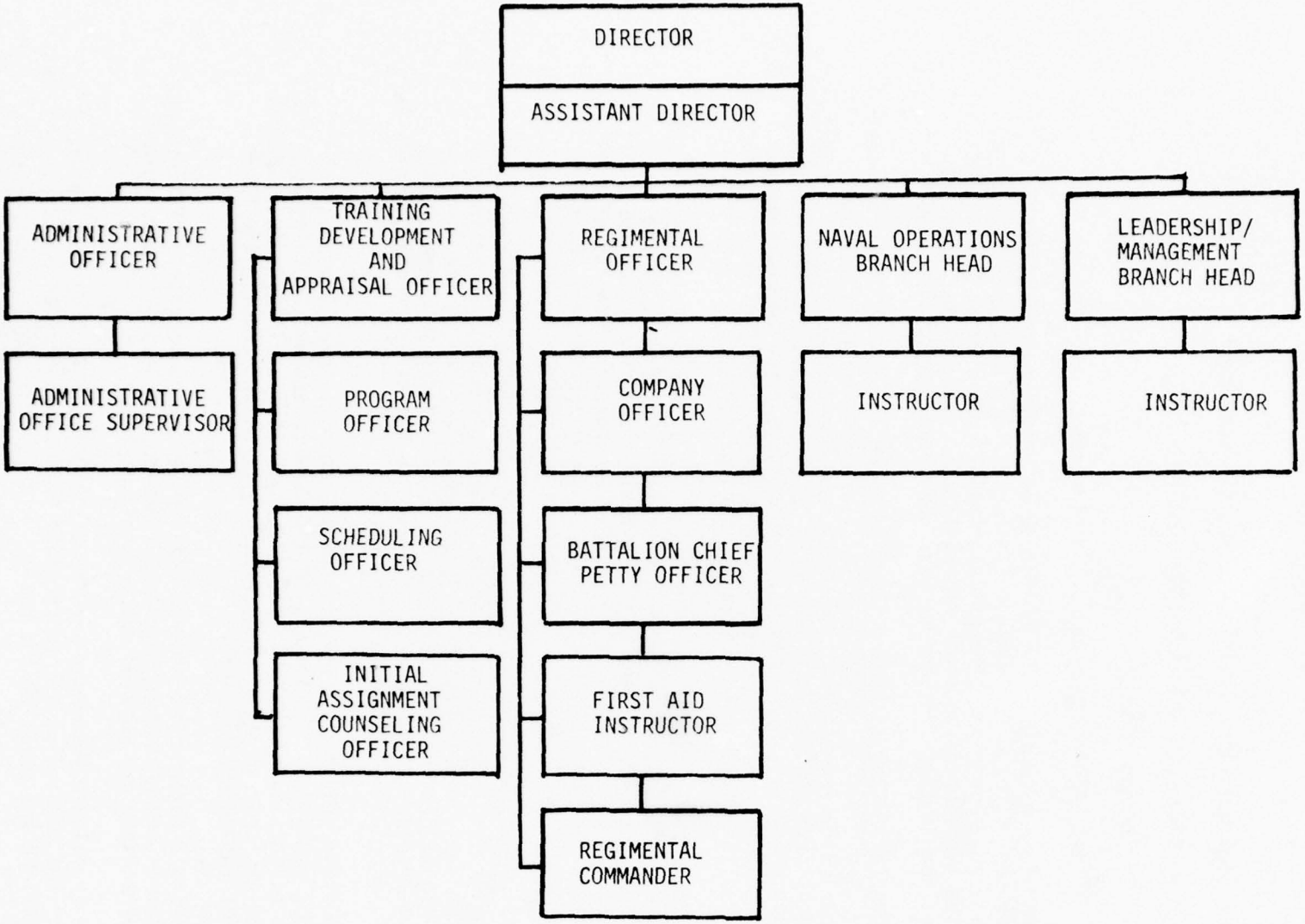


Figure 2. Navy OCS Organization Chart

TRAINING COSTS. The most recent estimate (1975) of cost per student to the taxpayer to complete the OCS program is $5,889. This cost figure compares very favorably with those of other Navy officer acquisition programs (see table 3).

TABLE 3. PER CAPITA TAXPAYER NAVY OFFICER ACQUISITION PROGRAM COST (1975)*

PROGRAM	PER STUDENT ESTIMATED COST
USNA	$71,500**
NESEP	40,285
NROTC	25,360**
NROTC NON-SCHOLARSHIP PROGRAM	23,888
AVROC	8,960
AOC	8,882**
OCS	5,889**

* CNET Code N-6214, 1 December 1976
** The estimates were confirmed by CNO OP-099IC1

PROFILE OF THE OFFICER CANDIDATE AT OCS. Based upon a survey of 652 officer candidates from FY 76 classes, the profile of the present-day officer candidate indicates:

- an average age of 23.5 years
- the decision to attend OCS is made at a point of relative maturity
- there are slightly more BS degrees than BA degrees
- one in eight candidates holds an advanced degree or has completed significant graduate study
- one in three is married (one in seven of the women)

- about one in five has had prior enlisted service and is returning to the military after receiving at least a baccalaureate degree
- one in seven comes directly from active duty with the Fleet
- almost half held civilian jobs before entering OCS
- one in seven was a military dependent
- one in four were honor students
- almost half, at this early stage, express an intention to pursue a Navy career
- reasons for entry into OCS are: first, a challenging job; second, training; and third, job security.

Officer Candidate Educational Background. The results of a survey conducted by the OCS staff in October 1976, relating to the academic degrees and major subjects of the 123 officer candidates of OCS class 76T01, are given in appendix C. From this survey the following general observations are made.

Nine of the 123 officer candidates entering this OCS class had achieved a master's degree.[3] In addition to the required baccalaureate degree possessed by each student, 3 had double degrees and 15 had double majors, for a total of 141 academic majors at the baccalaureate level. Of these, 56 were science/engineering majors (40 percent), and 85 were non-science/engineering majors (60 percent).

Within this officer candidate group, 21 degrees were awarded Cum Laude, 9 Magna Cum Laude, and 6 Summa Cum Laude.

CAREER PROMOTION RECORD FOR OCS GRADUATES. In the opinion of the OCS Staff, based on their feedback reports from Fleet activities and their analysis of promotion statistics, OCS graduates appear to be fully competitive with graduates of other Navy aquisition programs.[4] This opinion finds support in data presented by the Center for Naval Analyses (CNA) in an interim report to the Officer Procurement Retention and Achievement (OPRA) Study Advisory Committee.[5] With respect to OCS

[3] Graduate work without degree award was not identified by the survey.

[4] Office of the Commander, Naval Education and Training Center, ltr code 00:dwh 1500, enclosure (1), 21 Oct 1975.

[5] Center for Naval Analyses (CNA) 76-0729, "Promotion Rates of Unrestricted Line Officers by Source and Designation," 12 May 1976.

graduate promotion rates, the report notes: "the average career OCS officer does as well at promotion as those from other sources." This report cites data for above-zone, in-zone, and below-zone promotion rates by source and designation. Only in below-zone selection were OCS graduates less competitive.

The findings reported in the CNA report were limited to unrestricted line officers. However, throughout the TAEG study, no indication of noncompetitiveness on the part of OCS graduates in staff corps or restricted line officer communities was reported.

ATTRITION AND RETENTION. The attrition rates within the various Navy acquisition programs, and the retention of graduates within the Navy, have traditionally remained a matter of concern to the Navy. The loss of officer candidates in training, and from Fleet units after graduation, represents a loss of training funds and valuable human resources.

The comparison of relative rates of attrition between OCS and other accession programs, the identification of the causes of such variations, and the comparative analysis of factors related to officer retention are clearly beyond the scope of this study. Some data, however, relative to OCS attrition, were obtained in the course of this study. Because of its importance, it is summarized in the following paragraphs.

Attrition within OCS is generally described in two categories: voluntary and involuntary. Voluntary disenrollment can be requested without penalty by those candidates from the civilian sector (the great majority); those candidates entering from enlisted service must serve out their enlistment should they disenroll. Involuntary disenrollment may occur due to military inaptitude, failing academic performance, medical reasons, or transfer to other programs. Marginal officer candidates may be recommended for a "setback" to a following class by action of a PRB, and thus are provided another opportunity to complete the program.

Statistical data related to OCS attrition during the 4-year period FY 73-76 show an irregular and inconsistent pattern (see table 4). Total yearly attrition ranges from a low of 6 percent in FY 74 to a high of 17 percent in FY 76. Attrition due to voluntary withdrawal reached a low of 4.9 percent in FY 74, and rose to 13 percent in FY 76, while involuntary disenrollments ranged from a low of 1 percent in FY 74 to a high of 4 percent in FY 76. No consistent pattern emerges from comparison of the attrition rates of men and women officer candidates.

More specific data, based on a survey of 853 officer candidates of eight FY 76 classes, are shown in table 5. Review of tables 4 and 5 indicates that voluntary disenrollment is normally higher than involuntary disenrollment, and disenrollments for academic or military aptitude deficiency are relatively low.

TABLE 4. NAVY OCS ATTRITION RATES

	ENROL	VOL	INVOL	TOTAL
FY 73				
MEN	1459	7.4%	3.0%	10.3%
WOMEN	191	0	2.6%	2.6%
TOTAL	1650	6.5%	2.6%	9.5%
FY 74				
MEN	473	4.2%	1.5%	6.0%
WOMEN	227	6.0%	0	6.0%
TOTAL	700	4.9%	1.0%	6.0%
FY 75				
MEN	808	6.7%	1.2%	8.0%
WOMEN	210	3.3%	3.3%	6.6%
TOTAL	1018	6.0%	1.7%	7.7%
FY 76 (Through Class No. 76006)				
MEN	575	13.0%	3.0%	16.0%
WOMEN	95	15.0%	5.0%	20.0%
TOTAL	670	13.0%	4.0%	17.0%

TABLE 5. NAVY OCS ATTRITION SUMMARY (FY 76)

	ENROLLMENT*	VOL	INVOL(MILAP)	INVOL(ACAD)	OTHER**	SB***
MEN	719	12.9%	.13%	2.5%	.9%	4.0%
WOMEN	134	13.4%	.7%	5.2%	0	6.7%
TOTAL	853	13.0%	.2%	2.9%	.8%	4.4%

* Not including ROC
** Category includes four Medical DE's and three Transfers to Other Programs
*** Setback during the FY (Six SB's failed to graduate; four men, two women)

The increasing rate of voluntary disenrollment may be attributable, in part, to the lack of penalty for such action. This may reflect a need for more attention to the process of recruitment and selection of officer candidates.

OCS - FOLLOW-ON SCHOOLS RELATIONSHIPS

Most newly commissioned OCS graduates continue their training by attending follow-on schools or specialized Fleet courses appropriate to their initial duty assignment with the Fleet. Follow-on schools include: (1) the Surface Warfare Officers School (SWOS), (2) the Submarine School (SUBSCOL), (3) the Supply Corps School (NAVSCSCOL), and (4) the Nuclear Power School (NAVNUPWRSCOL)/Nuclear Power Training Activity.

This part of section III describes the characteristics of the major follow-on schools to which OCS graduates will be sent, with emphasis on their curricula and their interrelationship with OCS training.

The majority of male OCS graduates (see table 6) are designated as surface or submarine warfare officers, and attend either SWOS or SUBSCOL. The officers within this group who are selected for nuclear power training first proceed to the 26-week Nuclear Power School and the 26-week Nuclear Power Training Activity prior to reporting for SWOS or SUBSCOL. About 15 percent of OCS graduates are designated as Supply Officers and attend the Supply Corps School; those among that group selected for submarine duty then proceed to SUBSCOL while the remainder proceed directly to Fleet assignment. Prior to FY 75, some OCS graduates were preselected for assignment to Civil Engineering School, but this practice has been discontinued. At the present time, about 6 percent of female OCS graduates attend the Supply Corps School; the remainder proceed to Fleet specialized training and/or assignment.

Figure 3 depicts the various officer accession training pipelines for OCS graduates.

It is apparent that the skills and knowledges possessed by the junior officer entering his first Fleet assignment are a function of initial training at OCS and specialized training at follow-on schools. This complementary relationship requires that any changes to the OCS curriculum take into account the effect these changes will have on the follow-on schools. Another factor to be considered in contemplating changes to the OCS curriculum is that OCS graduates must be equally as well prepared for the follow-on school training as are graduates of other accession programs.

METHODOLOGY. The data required for this part of the study was acquired through collection of written material describing the various follow-on schools and their curricula, through contacts with school representatives, and by visits to selected schools.

TABLE 6. NAVY OCS INITIAL ASSIGNMENT SUMMARY

FY	WARFARE	SUPPLY	CIVIL ENGRG.	RES. LINE	IIXX(w)*	TOTAL
72	1545 66%	335 14.2%	161 6.9%	154 6.4%	156 6.5%	2351
73	915 60%	218 14%	54 3%	147 10%	200 13%	1534
74	306 47%	115 17.7%	25 3.8%	23 3.5%	180 28%	649
75	542 59%	126 13.6%	84 9.1%	0	171 18.3%	923
TOTAL	3308 60.5%	794 14.5%	324 6%	324 6%	707** 13%	5457

*758 WOMEN - 47% OP (NAVFAC, COMMSTA, A1, FNWC, AV);
46% ADMIN (STAFFS, TRNG CMD); 6% SUPPLY; 1% CIVIL ENGINEERING

**DOES NOT INCLUDE SUPPLY/CIVIL ENGINEERING ASSIGNMENTS

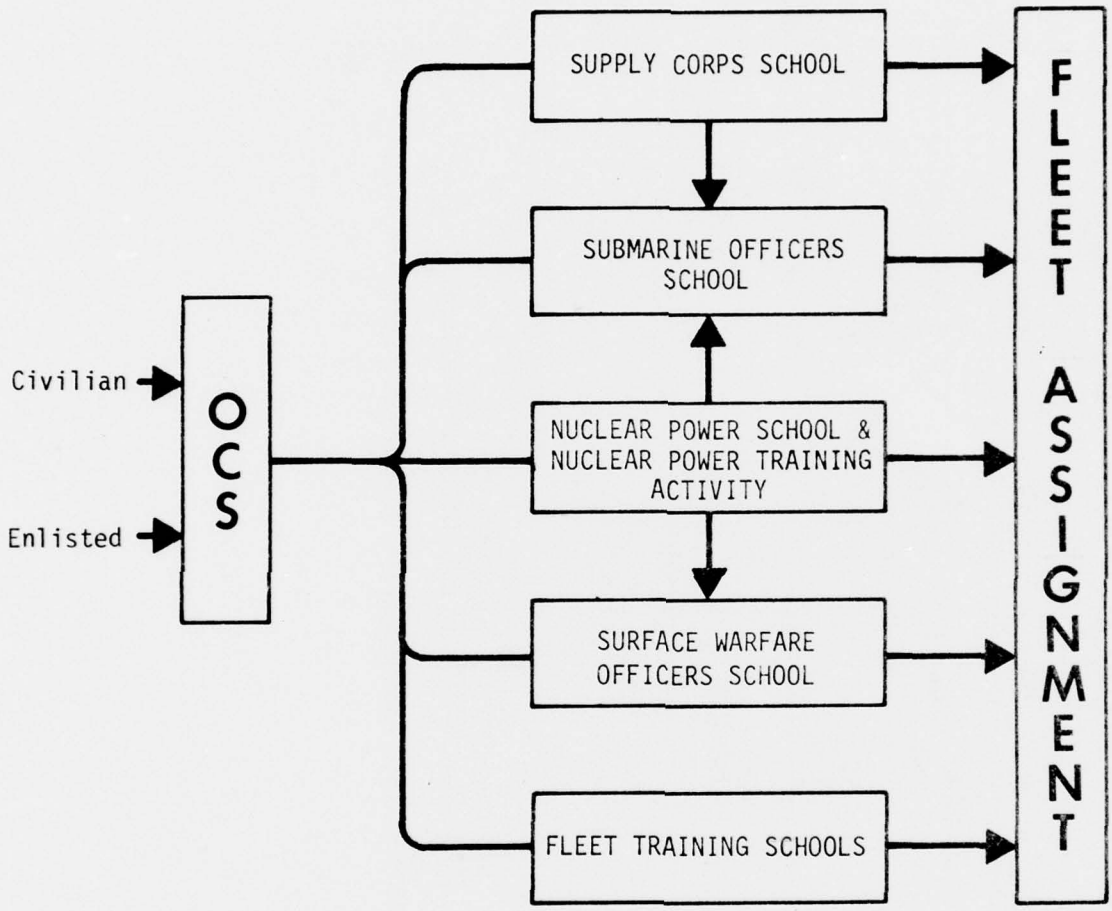


Figure 3. Navy OCS Accession Training Pipeline

Examination of the published curricula of the above schools was conducted to determine the relationship of subject areas to those of the OCS curriculum. Due to the time constraints imposed, detailed analysis of the instruction could not be completed; therefore, only general comparisons can be made.

The Nuclear Power School/Nuclear Power Training Activity, a major recipient of OCS graduates, declined to allow interviews or curriculum review. Therefore, data in this area are limited to general statements of school representatives obtained by telephone.

SURFACE WARFARE OFFICERS SCHOOL (SWOS). This school is the most recently established of the warfare specialty schools. Its mission is to provide the Naval surface warfare forces with officers professionally qualified to serve on surface ships. To fulfill this mission, the school provides Surface Warfare Officers with basic and advanced training from the time of commissioning through command at sea as a senior officer.

The 16-week SWOS Basic Course was identified as the course to which OCS graduates, and graduates of other accession programs, designated for surface warfare training are sent. This basic course prepares newly commissioned ensigns for duty as division officers and junior watch officers aboard surface ships. The success of OCS graduates in mastering the SWOS instruction is closely related to the quality and content of the preparatory training provided by OCS.

Curriculum. The SWOS Basic Course is tasked with providing junior officer training for qualification as Watch Officer/ Division Officer, utilizing the SWO Personnel Qualification Standard (PQS) as the basis for instruction. The student's progress toward SWO qualification is monitored and reported to the graduate and to his commanding officer upon initial assignment.

The current SWOS 16-week curriculum emphasizes practical work under simulated shipboard conditions and uses criterion testing to determine individual progress. Each topic unit is divided into classroom work, practical application, and criterion testing.

Comparison with OCS Curriculum. The SWOS curriculum was found to be closely related to the OCS curriculum in terms of general topics taught. This similarity exists because prior to the establishment of SWOS Basic Course initial acquisition programs like OCS provided most of the training for officers destined for surface duty. The distinction between the SWOS curriculum and that portion of the OCS training devoted to surface warfare is that the SWOS training is more advanced.

Comparison of the SWOS basic curriculum with that of OCS (see table 7) shows that OCS offers prerequisite subject matter for each unit of

TABLE 7. COMPARISON OF SWOS BASIC CURRICULUM WITH NAVY OCS CURRICULUM

SWOS BASIC TOPICS	SWOS BASIC PERIODS	ESTIMATED PRE-REQUISITE OCS PERIODS
MANEUVERING BOARD AND TACTICS	18	15
JOOD/SPECIAL EVOLUTIONS	20	20
CICWO	22	8
COMMUNICATIONS	25.5	25
RULES OF THE ROAD	10	10
NAVIGATION	22	58
ORDNANCE/AAW	11	6
ASW	19.5	6
EW/SUW/ASMD	17.5	4
MIN/AMPHIB/NGFS	16	5
INPORT WATCH OFFICER	10.5	NA*
PERSONNEL ORGANIZATION AND ADMINISTRATION	25	59
DIVISION OFFICER LEADERSHIP AND MANAGEMENT	20.5	78
CORRESPONDENCE AND TRAINING	25	11
INSPECTIONS AND SAFETY	18.5	6**
MATERIAL MANAGEMENT	34.5	12
STEAM PROPULSION AND AUXILIARY SYSTEM	29	9
DIESEL AND GAS TURBINE PROPULSION AND AUXILIARY SYSTEMS	21	4
ENGINEERING ADMINISTRATION AND OPERATIONS	11.5	3
DAMAGE CONTROL (PHASE I)	18.5	22
DAMAGE CONTROL (PHASE II)	26.5	
PROFESSIONAL DEVELOPMENT	16	NA*
TOTAL	438.0	361.0

* Not specifically identified
** Safety only

SWOS basic training. It was stated by the SWOS staff that OCS graduates compare favorably with graduates of other initial acquisition programs, such as USNA, NROTC, etc., who report to SWOS Basic having completed similar prerequisite material. This observation is confirmed by SWOS Basic Course diagnostic pretest results.[6] Officer Candidate School graduates scored above the mean in 16 of the 21 topics pretested and ranked higher than USNA and ROTC graduates in 7 topic pretests. A complete tabulation of these results is presented in appendix D. It is important to note that Naval Orientation/General Military Training is not included in the SWOS Basic curriculum. This circumstance requires that emphasis on such training be maintained at OCS since officers do not receive it at the follow-on schools.

NAVAL SUBMARINE SCHOOL (SUBSCOL). The Naval SUBSCOL provides basic and advanced training for officers and enlisted personnel.

Effective January 1977, a new 12-week core curriculum, the Submarine Officer Basic Course (SOBC), will provide graduates of initial acquisition programs preparatory training for submarine duty. Some graduates may receive nuclear power training prior to attending this course; others may attend the SOBC after attending Supply Corps School. Officers who have not received nuclear power training will be given a 1-week Power Plant Systems/Operation Indoctrination Course prior to attending the new Basic Course. The new "common core" SOBC is designed to prepare submarine designated officers for their role as submarine division officers, diving officers, junior officers of the deck, damage control supervisors, and fire control plotters. The SOBC is the beginning of a formal program leading to qualification in submarines.

Curriculum. The 12-week common core curriculum is designed to give a thorough grounding in basic submarine skills. Table 8 indicates the major topic areas in this curriculum.

There is some "tracking" within this curriculum. Graduates of the Supply Corps School Basic Course do not receive the SOBC division officer training since this topic has been adequately covered at Supply Corps School. They will receive alternate training as submarine supply department heads. Line officers receive only 18 hours of submarine supply training. Technically oriented add-on courses will be provided for officers requiring additional specialized training; e.g., a 3-week tactical weapons course.

Division Officer Training. This portion of the curriculum (38 hours) consists of subjects similar to those taught at OCS in leadership/management topics; however, the SUBSCOL training is specifically oriented toward the submarine environment and officer functions within that environment.

[6] Annual Statistical Report of Student Performance at SWOS Basic Course. 8 Oct 1976.

TABLE 8. NAVY SUBMARINE SCHOOL SUBMARINE OFFICER BASIC COURSE

TOPIC/ACTIVITY	HOURS	
	LINE OFFICERS	SUPPLY OFFICERS
ADMINISTRATION (Inprocessing, etc.)	20.5	20.5
DIVISION OFFICER	38	
FIRE CONTROL	102	102
SENSORS	33	33
ENGINEERING	74	74
WATCH OFFICER	128	128
SUPPLY FOR LINE OFFICERS	18	
SUB. SUPPLY DEPT HEAD TRAINING		56
TOTAL	413.5	413.5

The training includes such topics as: the role of the submarine division officer, enlisted service records, effective communications, Naval correspondence, division organization, evaluation, personnel standards, discipline, human relations, drug abuse, and division officer relief procedures.

Comparison with OCS Curriculum. Review of the SOBC curriculum and discussions with SUBSCOL personnel indicate that the most obvious area of duplication between SOBC and the OCS instruction exists in Leadership/ Management/Division Officer Training. However, SOBC division officer training is much less extensive and is specifically oriented to the submarine environment; accordingly, it is not viewed as repetitive. All other areas of instruction are very specific to submarine duty and are not addressed by the OCS curriculum except in the most general terms.

As in the case of the SWOS Basic curriculum, SOBC does not include topics in general military training. This condition reinforces the need for this training at OCS for officers selected for submarine duty.

NUCLEAR POWER SCHOOL/NUCLEAR POWER TRAINING ACTIVITIES. Officer Candidate School graduates who are preselected for nuclear power training complete 12 months of technical instruction prior to entering SWOS or SUBSCOL, or proceeding directly to Fleet assignment.

The NAVNUPWRSCOL provides a 6-month course in nuclear theory. Upon completion of this course, student officers proceed to a Nuclear Power Training Activity for an additional 6 months of practical training.

Curriculum. No specific data regarding the nuclear training curriculum was made available to the study team. Nuclear Power School was reported to be completely technical, with emphasis on mathematics and physics; training activities emphasize the practical application of theoretical material. Completion of OCS training is considered adequate as a prerequisite for entry into nuclear power training. It is noted that OCS graduates assigned to NAVNUPWRSCOL are normally preselected on the basis of an academic background in science or engineering.

Comparison with OCS Curriculum. No comparison of curricula was conducted due to lack of available data. Nuclear Power School representatives reported, however, that there are no areas of redundancy. Apparently, no Naval Orientation/General Military Training topics are included in the curriculum.

SUPPLY CORPS SCHOOL (NAVSCSCOL). Officer Candidate School graduates designated as Supply Corps Officers attend the 26-week Basic Qualification Course (BQC) as follow-on training. The purpose of the BQC is to prepare newly commissioned Supply Corps Officers for their professional duties and to continue their training for duty as Naval officers. This course emphasizes the development of, first, effective division officers, and, second, competent supply specialists.

Curriculum. The BQC is composed of a 15-week core curriculum, and up to 11 weeks of "finger courses" that emphasize training in specific supply functions appropriate to the officer's initial duty assignment. The core curriculum and specialized training areas are shown in table 9.

Nearly half of the instruction is conducted through the use of practical exercises. This emphasis on practical application during the BQC is extended to leadership/management training, which is considered one of the most important elements in the course.

Comparison with OCS Curriculum. In spite of the emphasis on leadership/management, 80 percent of the BQC curriculum is oriented to the technical duties of Supply Corps Officers. It is reported that the OCS curriculum provides a satisfactory basic introduction for this training. The BQC Leadership and Management topic areas are very closely related to those of the OCS curriculum; however, the course at Supply Corps School places

TABLE 9. NAVY SUPPLY CORPS SCHOOL BASIC QUALIFICATION COURSE

TOPIC/ACTIVITY		HOURS
CORE CURRICULUM		
DISBURSING MANAGEMENT		80
SUPPLY MANAGEMENT		112
LEADERSHIP/MANAGEMENT		78
RACE RELATIONS		30
AUTOMATIC DATA PROCESSING		40
FOOD SERVICE		46
RETAIL OPERATIONS		53
	TOTAL	439
FINGER COURSES		
SUBMARINE		
SUPPLY MANAGEMENT		121
LEADERSHIP/MANAGEMENT		29
FOOD SERVICE		32
	TOTAL	182
SURFACE, AUTOMATIC STOCK CONTROL		
LEADERSHIP/MANAGEMENT		20
AUTOMATIC DATA PROCESSING		110
MECHANIZED SUPPLY		102
	TOTAL	232
AVIATION, AUTOMATIC STOCK CONTROL		
LEADERSHIP/MANAGEMENT		20
AUTOMATIC DATA PROCESSING		95
MECHANIZED SUPPLY		79
AVIATION SUPPLY		105
	TOTAL	299
SURFACE, SUPPLY SERVICE ASSISTANT		
DISBURSING MANAGEMENT		105
LEADERSHIP/MANAGEMENT		29
FOOD SERVICE		50
RETAIL OPERATIONS		50
	TOTAL	234
SURFACE, SUPPLY OFFICER		
DISBURSING MANAGEMENT		105
SUPPLY MANAGEMENT		101
LEADERSHIP/MANAGEMENT		29
FOOD SERVICE		36
RETAIL OPERATIONS		40
	TOTAL	311

more emphasis on the practical exercises, case studies, role playing, and participation in the everyday situations a division officer will encounter. Added Leadership and Management instruction is included in each of the finger courses for specific application to each of the functional areas. Unlike other follow-on schools, the Supply Corps School does not rely on previous training in Leadership and Management but considers its own course to be comprehensive. In this sense, BQC training in leadership/management may be technically repetitive of similar material taught at OCS.

No formal training in Naval Orientation/General Military Training topics is included in the Supply Corps School curriculum.

THE RELATIONSHIP BETWEEN OCS AND THE FLEET

The relationship between OCS and the Fleet is based on the OCS mission to provide the Fleet with junior officers who can perform satisfactorily in their initial duty assignments. In large measure, that ability to perform is based on initial training received at OCS and follow-on schools and courses. In addition to providing for satisfactory performance, initial training must provide junior officers with the necessary background for taking full advantage of on-the-job training and growth experiences during that first assignment. This study uses Fleet officer perceptions of OCS and the accession training process to determine how well the OCS curriculum is meeting Fleet and individual needs and to identify those areas of training critical to the satisfaction of Fleet requirements.

METHODOLOGY. The information presented in this section is based on data gathered during interviews with selected Fleet personnel. The following classifications, subject to the constraints of time and Fleet operating schedules, were used to select interview respondents and to insure a representative sample. Each respondent was required to meet one or more of the following criteria:

- personnel selected were representative of initial billets to which OCS graduates are assigned upon completion of their individual training programs.
- personnel selected were representative of a cross-section of experience levels, from Commanding Officers to recent OCS graduates.
- personnel selected included representatives from throughout the grade structure of the officer corps.
- senior personnel selected represented all major officer acquisition training programs.
- personnel selected included both men and women officers.

Coordination and scheduling of interviews were accomplished through the office of the Commander, Naval Surface Force, U.S. Atlantic Fleet. Ninety-six formal interviews, with personnel from 21 different operational and support commands and activities, were conducted. A profile of the sample is presented in table 10.

Interviews were conducted in conformance with an Interview Guide which was developed after preliminary discussions with training activity personnel and a review of pertinent written material. Because no consensus on the functions/tasks of a junior officer has yet been reached through formal task analysis, current OCS curriculum topics were used as the basis for questions related to job tasks. Response to all questions was voluntary and interviews were conducted on a "not-to-interfere" basis. Because of this condition, the number of responses to specific questions varied. A copy of the Interview Guide is provided as appendix E.

In order to establish perspective for the more specific questions to follow, respondents were initially asked to define their perceptions of the primary and secondary purposes, or functions, and the training philosophy of the instruction conducted at OCS. Questions soliciting this information were general and open-ended to allow as much response flexibility as possible. As appropriate, responses were assigned to categories previously defined by the study team. As a part of this initial questioning, respondents were asked for their perceptions about the relative importance of an individual's background and experiences prior to entering OCS.

Secondly, a series of questions focused more directly on curriculum subject areas. Thirteen such areas had been identified in preliminary study as being of particular concern within the curriculum review/revision process. Respondents were asked to comment specifically on the relative importance of these subject areas, to indicate the degree of emphasis that ought to be placed on them in instruction and to provide such other observations about them as they might have.

A third step in the interview process was the rank-ordering of curriculum topics by respondents. Each of 23 curriculum topics, encompassing the complete instructional program at OCS, was listed on an individual card. Respondents were asked to rank-order these topics according to their importance and their frequency of use by junior officers. These rank-ordering tasks formed the heart of the empirical data-gathering effort.

A final series of questions asked respondents to comment on areas related to, but not specifically concerned with, the OCS curriculum. General and open-ended, these questions were designed to identify the relative strengths and weaknesses of the OCS graduate as compared to other acquisition program graduates, the strengths and weaknesses of the total OCS instructional program, and the relationship between these two

TABLE 10. PROFILE OF FLEET INTERVIEW POPULATION (SAMPLE)

CATEGORY REPRESENTED	TITLE/ITEM	NUMBER*
Initial Billet Assignment	Ship (including ship-oriented staff)	42
	Submarine (including submarine-oriented staff)	18
	Shore Activity/Training Command	22
	Supply Corps	14
	TOTAL	96
Experience Level	Commanding Officer	11
	Executive Officer	17
	Department Head	40
	Recent OCS Graduates	28
	TOTAL	96
Officer Grade	Captain	5
	Commander	20
	Lt. Commander	23
	Lieutenant	17
	Lieutenant (j.g.)	15
	Ensign	16
	TOTAL	96
Officer Acquisition Training Program	USNA	15
	NROTC	8
	OCS	53
	Other (AOC, ROC, Merchant Marine, WOS, NESEP)	20
	TOTAL	96
Sex	Male	82
	Female	14
	TOTAL	96

*Based on a sample of 96 respondents

areas. Senior officers were asked to compare graduates of the various acquisition programs. Identification of critical skills, knowledges, capabilities and/or characteristics essential for satisfactory junior officer performance was requested of respondents; recent OCS graduates were asked to comment on the rigorousness of the program as they remembered it.

Throughout the interviews, unsolicited respondent comments and observations were recorded. Although not separately reported herein, such information helped to provide perspective for the interpretation of data and study recommendations.

FINDINGS. The information presented in this section is limited to that which impacts most directly on the proposed curriculum outlined in the following section of this report. Additional information of interest is provided in the various appendices and is referenced as appropriate.

Fleet Officer Perceptions of OCS Training. Respondents overwhelmingly identified the process of Orientation (sometimes referred to as Indoctrination, Introduction to the Navy, or Transition from Civilian to Military Life) as the primary purpose or function of the OCS training program. As shown in table 11, this function was identified by 75.9 percent of respondents.

TABLE 11. PERCENT OF RESPONDENTS IDENTIFYING OCS PRIMARY FUNCTION/PURPOSE CATEGORIES

CATEGORY	PERCENT*
Orientation	75.9
Leadership Training (only)	2.2
Management Training (only)	6.5
Professional Training	2.2
Technical Training	3.3
Leadership/Management Training (combined)	7.7
Orientation/Management Training (combined)	1.1
Orientation/Management/ Leadership Training (combined)	1.1

*Based upon a sample of 91 respondents

Management Training--most often stated in terms of the management or administration of program or personnel--was perceived as the primary function of OCS by only 6.5 percent of those responding. Leadership Training--usually stated in terms of attitude development--was cited by only 2.2 percent of the respondents. Professional Training and Technical Training were identified by 2.2 percent and 3.3 percent of the respondents, respectively.

Where respondent answers could not be assigned to a single specific category, combinations of categories were defined and responses assigned to these combined categories. The combined category that included Leadership Training and Management Training was perceived by 7.7 percent of those responding as being most descriptive of the primary purpose or function at OCS.

As evidenced by the data in table 12, a consensus was not reached with regard to a secondary purpose or function for OCS training. The same categories established for identifying primary functions were used in defining secondary functions. Leadership Training and Professional Training each drew an 18 percent response; Management Training was identified by 9 percent of the respondents; and Technical Training was perceived as a secondary function by only 5.6 percent. As expected, in light of its strong support as a primary function, Orientation was identified as a secondary purpose/function by only 9 percent of respondents.

TABLE 12. PERCENT OF RESPONDENTS IDENTIFYING OCS SECONDARY FUNCTION/PURPOSE CATEGORIES

CATEGORY	PERCENT*
Orientation	9
Leadership Training (only)	18
Management Training (only)	9
Professional Training	18
Technical Training	5.6
Leadership/Management Training (combined)	37
Professional/Technical Training (combined)	3.4

*Based upon a sample of 89 respondents

The category combining Leadership Training and Management Training was perceived as the most appropriate secondary function for OCS by 37 percent of those responding. Because of the strong support for the areas of Leadership Training and Management Training, either separately or as a combined category, instruction in topics related to these categories is perceived to be important in satisfying the secondary purpose/function of OCS training.

To substantiate the emphasis on the primary function of Orientation, respondents were asked to rank three training philosophies in terms of their appropriateness for OCS. Seventy-two percent ranked "Introduce Navy; follow-on/OJT to supplement" as most appropriate; 19.5 percent selected "Develop Managers; little/no technical training"; only 8 percent opted for a category emphasizing the development of technical skills.

An additional aspect of respondent perception was sought by asking them to identify the relative importance of the training program for individual performance. At issue was the concern that reduction of the OCS training time would have a negative effect on graduate performance to the extent that these graduates would no longer be competitive with their counterparts from other acquisition programs. However, when asked, 84 of 93 respondents identified the "Individual"--including his/her background, prior training, preconceived attitudes, etc.--as being of more importance in job performance then the curricular program. This overwhelming response indicates that individual characteristics are perceived as being the deciding factor in an OCS graduate's job performance. This finding emphasizes the importance of the OCS selection process and carries implications for the recruiting program that provide the personnel base for that selection.

Fleet Perceptions of OCS Training in Specific Areas. The second part of the interview turned to consideration of specific curriculum subject areas within the OCS instructional program. Thirteen areas of training, previously identified as being of concern within the revision process, were presented to respondents for comment. The subject areas included:

Physical Conditioning/Physical Fitness Training
Swimming/Aquatic Training
Traditions, Courtesies, Customs of the Navy
Management Skill Training
Technical Skill Training
Leadership Skill Training
Naval Organization/Chain of Command
The Navy's Mission and Purpose
Naval Terminology
Drill/Parades/Ceremonies
Manual of Arms/Sword Drill
Small Arms Training
Navigation (Celestial and Piloting)

Respondents were asked to provide their perception of the importance of each area in terms of its relevance to the satisfaction of Fleet needs, or to indicate the degree of emphasis that ought to be paid to it within the curriculum. A tabulation of respondent reaction is included as appendix F; a synopsis of findings is presented in the following paragraphs.

In general, responses tended to verify the priorities of curriculum topics identified in general questioning and refined by the card sort. Management skill training was perceived as essential, with additional training time in this area considered desirable. Skill training in Leadership was also viewed as important; however, respondents voiced some concern over the feasibility of training such skills. (There seems to be a general belief in the concept that military leadership skills are innate and not acquired.) Those subject areas directed to military orientation were also perceived by respondents as important. Although Naval tradition, courtesy, and customs were perceived as receiving less emphasis in today's Navy, many respondents apparently consider it desirable to place greater emphasis on training in these areas. The exception to this desire for greater emphasis on military subjects appeared in the area of Drill, Parades, and Ceremonies. Although some respondents saw transfer value in Drill, most perceived marching and formation evolutions to be of little importance to their Fleet jobs and suggested de-emphasis of it at the training level.

Training beyond the introductory level in technical subject matter was generally viewed as inappropriate at OCS. Most respondents felt that follow-on schools/Fleet training courses should (and do) accomplish the more advanced technical training appropriate to specific billets. Some respondents voiced concern that technical information was being taught to too great a depth in the current OCS curriculum.

Physical training is generally perceived to be important to the individual. Group physical training is perceived as nonessential, but group sports are seen to have value as a relief valve from the everyday tensions of the program. For most officers, initial acquisition training programs (OCS, USNA, NROTC, etc.) contain the only formal group physical activity of their military career. Accordingly, the emphasis of physical training should be directed to the initiation and encouragement of an individual attitude toward keeping physically fit. Generally, respondents perceived the need for greater emphasis on physical training.

Questions related to the general area of Navigation precipitated a number of complex responses, particularly in the specific subject of Celestial Navigation. Whereas Piloting is perceived as a necessary subject for instruction, Celestial Navigation is not used by the majority of newly commissioned officers. Women, Staff Corps officers, officers assigned shore duty, and Submarine Warfare Specialist-designated officers indicated almost no practical need for this training. Still, for the officer designated for surface duty, this is the only place in the accession

pipeline where the subject is formally taught. (SWOS Basic offers a take-home Celestial Navigation package with instructor assistance available as required.) Some respondents suggested that Celestial training be offered at a more appropriate place in the pipeline; however, others point out that its retention at OCS (and other initial acquisition programs) would provide not only subject-matter training but a means for instilling in students that mental attitude characterized by self-discipline and attention to detail.

In other areas, respondents indicated mild support for the continuation of small arms training; recommended a slight de-emphasis of swimming/aquatics training; and opposed the idéa of special courses in Naval terminology. (Naval words and phrases are perceived to be best taught as a part of other courses or acquired informally.) Respondents also viewed the continuation of drilling under arms as unnecessary.

Two general trends in respondent answers and comments dealing with the 13 curriculum subject areas were observed. First, most respondents felt that OCS training should emphasize the practical application of theories and ideas presented to students. Theoretical knowledge itself is not perceived as essential for satisfactory performance in the Fleet at this stage of the officer's career. The emphasis on practical application of material was viewed as appropriate within the Leadership and Management training areas as well as within Operational/General Military Training subjects.

A second general observation implies the need for maintaining a broad perspective throughout this initial training period. Concern was voiced that the OCS training program did not always point up the relationship between the various areas of training, with the result that emphasis seemed to focus on specific elements of training to the subordination of the way in which these elements fit together.

Fleet Prioritization of OCS Curriculum Topics. As a part of each interview, respondents were asked to rank-order 23 specific curriculum topics by importance and frequency of use. These topics, encompassing all of the formal instructional program at OCS, were identified and entered on individual cards appropriate for manipulation/sorting. Each card contained the topic heading and any subheadings needed to clarify the specific information taught under that topic heading. Respondents were asked to perform two separate rank-ordering tasks. First, curriculum topics were ranked in terms of their relative importance (priority); 96 sorts were obtained for use in determining the mean rank-order of the 23 curriculum topics by this criterion. Following completion of this task, respondents were asked to rank topics in terms of their relative frequency of use by junior officers; 90 sorts were completed and were used to determine a mean rank-order of topics using frequency of use as the criterion.

The resultant mean ranks of curriculum topics by importance is presented in table 13 and by frequency of use in table 14. Although specific conclusions should be drawn with considerable caution, there are general response trends that may be noted, both within and between the topic orders on both scales.

Analysis of the two tables indicates a high degree of similarity in the rank-orders of the various curriculum topics on each. Statistical tests to determine the extent of this similarity and its significance were applied to the data. In situations of this kind, it is not unusual to find little or no correlation between the frequency of use of items and their perceived importance. However, these two scales have a correlation coefficient of .846,[7] which is statistically significant at the .001 level. This indicates that those topics generally perceived to be most important are also the most frequently used.

Part of the reason for such a high correlation may be attributed to the five curriculum topics dealing with Leadership and Management. Five curriculum topics cards represented this material. On both scales, curriculum topics entitled Management Skills, Personnel Administration, and Discipline Administration ranked one, two, three, in that order. The remaining topics dealing with Leadership and Management--Resource Management and Human Resources Management--ranked four and five on the frequency of use scale, and are included in the top nine places on the priority scale.

At the other end of the scales, six of those eight topics ranked lowest in importance by respondents are also ranked lowest in frequency of use, albeit with some variation in ranking order. Of the nonrepetitive topics, Initial Assignment Counseling ranked 15th in importance (average rank score--11.6) and 21st in frequency of use (average rank score--17.9); however, this topic may not be appropriate for consideration in terms of frequency of use since, by definition, it occurs only once.

The topic, The Navy Chaplain, was not perceived to be important (rank--22; average rank score--18.5) but is evidently used with some frequency by junior officers (rank--14; average rank score--14.8). It is also interesting to note that among the bottom eight topics on both scales, all but Celestial Navigation can be classified as General Military Training/Orientation topics. The low ranking of topics that should directly support the primary purpose of OCS raises some question about the definition of Orientation. Apparently, Drill, Physical and Aquatics Training, and Small Arms Training are not considered an important part of that definition. Instruction in Customs, Courtesies, and Traditions; Chain of Command; and Navy Organization is viewed as more essential. These subjects are included in those topics comprising Company Officer

[7] Spearman Rank-Order Correlation; Rho = .846; a t-test for significance resulted in a value of 7.25, which is significant at the .001 level.

TABLE 13. RANK-ORDERING OF 23 OCS CURRICULUM TOPICS BY PRIORITY (IMPORTANCE)

CURRICULUM TOPIC	RANK	AVERAGE RANK SCORE*
Management Skills	1	5.3
Personnel Administration	2	7.3
Discipline Administration	3	8.1
Seamanship	4	8.1
Naval Warfare	5	8.1
Human Resources Management	6	8.7
Damage Control	7	9.3
Company Officer Counseling	8	9.5
Resource Management	9	9.7
Naval Communications	10	10.5
Naval Engineering	11	10.6
Piloting	12	10.9
Seapower	13	11.0
Safety	14	11.4
Initial Assignment Counseling	15	11.6
Celestial Navigation	16	14.3
Physical Fitness Training	17	14.6
First Aid	18	15.4
Swimming/Aquatics Training	19	16.2
Small Arms Training	20	17.4
Drill	21	17.4
The Navy Chaplain	22	18.5
Defensive Driving	23	21.6

*Based upon a sample of 96 respondents

TABLE 14. RANK-ORDERING OF 23 OCS CURRICULUM TOPICS BY FREQUENCY OF USE

CURRICULUM TOPIC	RANK	AVERAGE RANK SCORE*
Management Skills	1	3.8
Personnel Administration	2	4.0
Discipline Administration	3	6.5
Resource Management	4	7.0
Human Resources Management	5	7.0
Naval Communications	6	7.8
Safety	7	8.2
Seamanship	8	9.4
Damage Control	9	9.7
Naval Engineering	10	10.3
Company Officer Counseling	11	10.4
Naval Warfare	12	11.5
Piloting	13	11.9
The Navy Chaplain	14	14.8
Seapower	15	14.9
First Aid	16	15.8
Physical Fitness Training	17	15.9
Celestial Navigation	18	16.7
Defensive Driving	19	17.4
Small Arms Training	20	17.7
Initial Assignment Counseling	21	17.9
Swimming/Aquatics Training	22	18.3
Drill	23	18.8

*Based upon a sample of 90 respondents

Counseling (rank--8th in importance, 11th in frequency of use) and Seapower (ranked 13th in importance, 15th in frequency of use).

In general, those curriculum topics concerned with the various aspects of Naval Operations fall into a middle ground. The topic of Seamanship is the highest ranking operational area on the priority scale (which is consistent with the seagoing mission of the Naval service); the topic dealing with Naval Communications occupies the highest ranking for Naval Operations subjects on the frequency of use scale. The average rank scores of these two Operations curriculum topics are roughly the same on both scales.

Naval Warfare, although ranked relatively high in importance, is not used with a degree of frequency commensurate with its perceived importance. Under these circumstances, it is probable that the subject of Naval Warfare is perceived as being fundamental in the broad sense, without much specific application of its practical concepts at the junior officer level. The reverse of this situation is demonstrated by the topic of Safety, where importance is not perceived as being of such high rank although its application during the performance of tasks is evidently much in use. Navigation is broken into two segments: Piloting is perceived to be fairly important and fairly frequently used; Celestial Navigation is the lowest ranked Operations topic on both scales. This low ranking supports previously obtained responses to questions related to the broad area of Navigation.

Analyses of topic rankings by subgroups were also done to determine if specific communities might indicate unique needs or opinions. Subgroups analyzed included recent OCS graduates, senior supervisory personnel, and women officers. By and large there is little difference between the rankings of the two experience-differentiated subgroups; of course, some rearrangement of ranking does occur. Within the rankings made by women officers, however, differences are more pronounced. Women ranked those topics dealing with seagoing billets (e.g., Seamanship, Naval Engineering, Damage Control) much lower than their male counterparts on both scales. Such response was anticipated since women officers are not assigned to billets requiring such knowledge. Listing of the subgroup rankings and brief explanations of similarities and differences are included as appendix G.

Fleet Perceptions of OCS as a Training System. The last part of the interview focused on the preparation and performance of OCS graduates as viewed by senior supervisory personnel and OCS graduates themselves. Questions were general in nature to allow flexibility of response, but respondent answers were made in terms of junior officer performance.

Senior supervisory personnel were asked to compare graduates of the three major initial acquisition programs--the USNA, NROTC, and OCS.

Respondents selected their own criteria on which to base their judgment; their responses were later translated to conform to established categories. As shown in table 15, OCS graduates compare favorably with both the USNA and NROTC graduates. Fifty-five percent of those responding view the OCS graduate as equal to or better than graduates of the USNA; 79 percent of those responding felt that the OCS graduate was equal to or better than the NROTC graduate. It must be emphasized that this comparison was directed at entry-level junior officer preparation. Parity in performance among graduates from the various sources was generally accepted as occurring from 6 to 18 months after initial assignment.

TABLE 15. DERIVED COMPARISON OF GRADUATE PERFORMANCE AMONG USNA, NROTC, AND OCS GRADUATES

	BETTER THAN OCS	EQUAL TO OCS	WORSE THAN OCS
USNA*	44.6%	45.9%	9.5%
NROTC**	20.9%	58.2%	20.9%

*Based upon a sample of 74 respondents
**Based upon a sample of 67 respondents

Confidence and familiarity with the military environment achieved through 4 years of military training at the Academy were identified as primary causes for differences between OCS and USNA graduates. Academy graduates are also perceived as having had more practical training and as having attained a greater degree of technical proficiency. The NROTC graduate has had the same advantage of more practical training through the NROTC summer cruise periods; however, the extended nature of the military training program within a civilian environment may offset this advantage. Officer Candidate School strengths are perceived to be in the greater maturity (age, background, previous work experience) of its students, its graduates' broader exposure to people of different backgrounds and types, and the concentrated nature of the training program it provides.

All respondents were asked to identify major areas of either too much or too little training as evidenced by performance of junior officers. The intent of this question was to establish the existence of obvious training deficiencies or redundancies within the accession pipeline. Consensus was not achieved for either circumstance and no such areas of training were identified by respondents.

Senior supervisory personnel were also asked to identify specific skills, knowledges, individual qualities, personal characteristics, or other such attributes which were, in their own minds, important to a junior officer for the satisfactory performance of his initial duties. Sixty-one respondents identified 43 specific attributes, 11 of which were noted by 5 or more respondents. A listing of those 11 attributes is included in table 16.

TABLE 16. ATTRIBUTES IDENTIFIED BY FIVE OR MORE SENIOR PERSONNEL AS IMPORTANT TO SATISFACTORY JUNIOR OFFICER PERFORMANCE

ATTRIBUTE	NUMBER IDENTIFYING	PERCENT OF RESPONDENTS*
Positive Attitude	15	24.6
Management Skills	12	19.7
Confidence	10	16.4
Initiative	9	14.8
Willingness to Learn	8	13.1
Ability to Relate to People	7	11.5
Ability to Communicate	7	11.5
Aggressiveness	6	9.8
Enthusiasm	5	8.2
A Sense of Place	5	8.2
General Knowledge of Duties	5	8.2

*Based upon a sample of 61 respondents

The possession of a positive attitude was the most commonly noted attribute; knowledge of management skills, demonstration of confidence, and willingness to exercise initiative followed in order. Among the 43 attributes identified, affective qualities (personal characteristics) were cited by respondents twice as frequently as cognitive qualities (skill or knowledge attributes) as important for junior officer performance. That

such affective qualities are viewed as important by Fleet personnel is not without precedence. TAEG Report 41, "Ship Handling and Ship Handling Training," reports identification of five personal characteristics considered essential for the specific task of handling a ship. Two of those characteristics--confidence and positive attitude--were also found to be of importance in the present study.

The development of qualities such as positive attitude, aggressiveness, and enthusiasm is beyond the scope of a short training program like OCS, particularly at this stage of the OCS student's career. Nevertheless, the perceived importance of these qualities implies that they should be considered in the training of officers. The perceived importance of these factors also emphasizes the need for consideration of affective factors in the recruiting and selection of officer candidates.

As a final question in this portion of the interview, recently graduated OCS officers were asked for their perceptions about the degree of difficulty and rigorousness of the total training program at OCS. Table 17 summarizes the response to this question. While the number of respondents is not large enough to establish more than a general trend, it appears that the current program is not perceived as overly difficult in any of the three identified areas.

TABLE 17. DIFFICULTY OF THE OCS PROGRAM AS PERCEIVED BY RECENT OCS GRADUATES

PROGRAM AREA	DIFFICULTY RATING		
	VERY DIFFICULT	AVERAGE DIFFICULTY	LITTLE/NO DIFFICULTY
Academic*	28.0%	24.0%	48.0%
Physical*	12.5%	33.3%	54.2%
Emotional**	15.8%	26.3%	57.9%

*Based upon a sample of 25 respondents
**Based upon a sample of 19 respondents

SECTION IV

SUMMARY AND INTERPRETATION OF FINDINGS

This section provides a summary of conclusions derived from the findings of the study. Based upon these conclusions, recommendations for the proposed 16-week curriculum are made. The proposed curriculum is then presented in detail, followed by an assessment of the potential impact of these revisions. Finally, additional recommendations for other changes to the curriculum, for which definitive data are not available at this time, are discussed.

CONCLUSIONS

1. No excessive overlap or redundancy exists between OCS instruction and that of the follow-on schools.

2. Formal instruction in Naval Orientation/General Military Training is not provided in the follow-on schools.

3. Current training at OCS appears to successfully prepare its graduates for competitive performance with their counterparts from other initial acquisition programs, both in follow-on schools and in Fleet assignment.

4. The effect of reduction in OCS training time on the continuance of the current performance level cannot be predicted.

5. The diversity of OCS student academic backgrounds has no apparent effect on their subsequent performance.

6. Topics and training related to Leadership/Management are consistently emphasized throughout the accession pipeline.

7. The primary mission of OCS is perceived to be the orientation of the individual to the Naval environment.

8. The encouragement of development of a military attitude consistent with the Navy environment is as important as specific academic training.

9. Topics related to Leadership/Management are perceived by Fleet personnel as most important to, and most frequently used by, junior officers.

10. The projected 3-week reduction in the OCS curriculum represents the loss of that much participation in the military activities which make up an important part of the process of indoctrination of officer candidates into the military community.

11. The diversity in types of follow-on training requires that the OCS training remain sufficiently broad to encompass the entry-level prerequisites of any of the follow-on schools to which the graduate is assigned.

12. There is a distinct and critical relationship between OCS and the follow-on schools. Changes to the OCS curriculum, length of training, and technical content of instruction should not be considered without reference to the effect of such changes on the total accession pipeline.

13. Consensus regarding entry-level skills for the junior officer has not been achieved; determination of the essential elements of curriculum necessary to provide these skills should be based upon a job task analysis.

14. Training in technical/operations areas should be limited to a broad-brush approach to introductory levels of knowledge and skills. The current level of instruction appears to provide adequate preparation for the more practical orientation of follow-on schools.

15. There are indications that OCS students are able to tolerate a more concentrated training, if necessary, to achieve a reduction in training time.

16. The proposed 16-week curriculum will result in compression of present subject matter into a shorter time frame and a longer daily schedule for instructors.

RECOMMENDATIONS

1. Insofar as is possible, the reduction in time imposed on the OCS training program should be accommodated with minimum change to the current curriculum content. The present level and scope of instruction in the three primary areas of Leadership/Management, Naval Operations, and Naval Orientation/General Military Training should be maintained.

2. Further reduction in the OCS curriculum should not be undertaken without objective definition of the entry-level skills and knowledges required of junior officers for satisfactory performance in initial assignments. To maintain the quality of the OCS graduate, essential elements of the curriculum must be based on that definition.

3. The revised OCS curriculum should be broad and general in nature and limited in detail. It should provide a basic understanding of the interrelationship of mission, environment, equipment, and human resources needed to achieve operational readiness.

4. The revised OCS curriculum should be as practically oriented as possible. Knowledge of the application of theoretical material is

essential if the individual is to function effectively on the practical level in an initial duty assignment. This practical application should apply to topics related to Leadership/Management training, as well as instruction in professional/technical/military topics.

5. It is recommended that the revised OCS curriculum provide opportunities for the development of individual attitudes appropriate to the military environment.

6. In order to retain as much as possible of the present OCS curriculum content, it is recommended that the daily or weekly schedule of formal instruction be expanded, and that the number of hours devoted to administrative activities be reduced to a minimum.

7. Because of the recommended compression of the OCS curriculum within a reduced time frame, it is recommended that there be no reduction to instructor staff.

THE PROPOSED 16-WEEK OCS CURRICULUM

As the result of the conclusions and recommendations evolving from the study, a 16-week OCS curriculum is proposed for the Navy Officer Candidate School. A summary of the recommended curriculum is provided in table 18, followed by a detailed outline of curriculum topics.

The proposed procedure for reduction of the present 19-week OCS curriculum to the 16 weeks directed by the POM-78 decrement is predicated upon the premise that as much as possible of the current curriculum should be retained, with miminum change. The present curriculum successfully prepares officer candidates for the requirements of follow-on training and Fleet entry-level duties, and no obvious redundancies or superfluous elements of curriculum were identified. Required training time reduction can be satisfactorily achieved by other means.

Accordingly, the proposed curriculum is essentially the same as presently provided. However, a number of topic designations have been changed to more accurately describe the actual instruction given. An option is made available to the instructor staff to make minor adjustments in the time devoted to the various topics within subject areas.

The procedure described above will require that the instructional master schedule be extended and that 25 hours must be deleted from the present schedule. Discussions with the OCS staff support the opinion that this can be done with minimal degradation of the quality of instruction; however, the effect of the more concentrated course of study cannot be precisely determined until implementation has occurred.

The following pages incorporate a detailed outline of the proposed curriculum. In order to provide maximum flexibility for organization of the subject matter, the suggested number of hours are given only for major subdivisions. This allows the instructors to determine how much time is to be allotted to each topic.

TABLE 18. SUMMARY OF PROPOSED OCS 16-WEEK CURRICULUM

PHASE		PERIODS (Clock Hours)
I	LEADERSHIP/MANAGEMENT	182 (1)
II	NAVAL OPERATIONS	230 (1)
III	NAVAL ORIENTATION/GENERAL MILITARY TRAINING	165 (1)
ADMINISTRATIVE ACTIVITY		
	In-processing (2), Out-processing (3), Holidays, and other administrative activities (4)	63
	Total	640 (5)

(1) Includes progress tests and administration of criterion measures.

(2) Includes administrative check-in procedures, issue of clothing, books, weapons, etc.

(3) Includes preparation for and participation in ceremonies, parades, and other graduation events, personal property briefing, administrative check-out, etc.

(4) Includes participation in Color and Awards Ceremony, Graduation Ceremony, photographs, shots, physicals, etc.

(5) Extracurricular activities, conducted apart from 8-hour daily master schedule, are not included.

OUTLINE OF CURRICULUM TOPICS

PHASE I: LEADERSHIP/MANAGEMENT (182 HOURS)

	PERIODS (Clock Hours)
Course Introduction	2
Instructor Group Process Time (IGPT)	5
Materiel Management	13
Navy Management Systems	
Navy's 3-M System	
3-M Theory	
Planned Maintenance System	
Maintenance Data System	
Logistics/Equipage	
Discipline Administration	30
Structure of Military Justice	
Common Offenses	
Charge Initiation Procedures	
Pretrial Restraint	
Preliminary Inquiry	
Search and Seizure	
Nonjudicial Punishment/NJP Appeals	
Courts-Martial	
Administrative Discharges	
Tour of Correctional Center	
Human Resource Management	34
Equal Opportunity/Racial Awareness	
Drug Abuse Control/Alcoholism Prevention	
Overseas Diplomacy	
Navy Human Goals Plan	
Human Resource Management Support System	
Management Skills	38
Personal Development	
Role Identification/Navy Organization	
Authority, Accountability, Responsibility	
Leadership Styles	
Problem Solving Process, Theory, Application	

PERIODS (Clock Hours)

Management Skills (continued)

Interpersonal Communications

Perceptions
Communications Process
Responsible Feedback
Active Listening
Communications in Counseling

Human Behavior

Values, Norms
Stereotyping
Human Motivation
Future Shock

Group Effectiveness

Group Characteristics
Inter-Group Process

Management

Management Theories
Decision Making

Personnel Administration 45

Naval Correspondence

Standard Naval Letter
Via Addressees and Endorsements
Naval Speed Letter
Memorandum
Personal Official Letter
Navy Directives

Personnel Administration for the Unit Manager

BUPERS Manual
Enlisted Rate Structure
Enlisted Service Records
Enlisted Performance Evaluations
Advancements
Pay and Allowances
Enlistments

PERIODS (Clock Hours)

Personnel Administration (continued)

- Transfers, Separations, and Discharges
- Leave and Liberty
- Officer Service Records
- Manpower and Personnel Management Information System
- Manpower Authorization
- Ship Organization and Regulation Manual
- Watch, Quarter and Station Bill

Relieving Process

- Orders
- Relieving Process

Final Examinations and Critique 15

PHASE II: NAVAL OPERATIONS (230 HOURS)

Naval Warfare 52

- Missions of the Navy
- Fleet and Aviation Organization
- Basic Sensor Configuration
- Shore Support
- Electronic Warfare
- Naval Tactical Data System
- Sea Control
- Service Forces Afloat
- Amphibious Forces
- Carrier Strike Operations
- Strategic Deterrence
- Operations Publications
- Anti-Air Warfare (AAW)
- Surface Warfare (SUW)
- Warfare Scenario
- Anti-Submarine Warfare (ASW)
- Tactical Trainer Competition
- YP Practical I and II

Seamanship 54

- Ship Control
- Bridge Operations/Standard Commands
- Tactical Trainer
- Factors Affecting Ship handling
- Marlinspike/Deck Seamanship

	PERIODS (Clock Hours)
Seamanship (continued)	
Ground Tackle, Anchoring, and Mooring	
Small Boat Procedures	
Introduction to Maneuvering Board	
Relative Motion Demonstration	
Relative Plot	
The Speed Triangle	
Tracking I and II	
Sound Powered Telephones	
Radiotelephone I and II	
Visual Communications	
Signal Book I and II	
Signal Book Practical	
R/T Signal Book Drill	
Station Taking I and II	
Tracking/Intercept	
Maneuvering Board Review	
Introduction to Rules of the Road (Approaching Vessels)	
Rules of the Road (Lights, Dayshapes, Restricted Visibility)	
Rules of the Road (Miscellaneous Provisions)	
OOD/CIC Watch Officer Duties	
Introduction to CIC	
CIC Equipment and Displays	
DRT/NC2/Tactical Trainer	
Line Formations and Maneuvers	
Man Overboard/Breakdown Procedures	
Line Formations/Maneuvering Practical	
Navigation, Piloting	33
Introduction to Navigation	
Earth and Its Coordinates	
Chart Projections and Interpretation	
Day and Night Aids to Navigation	
Weather	
Dead Reckoning	
Piloting I and II	
Practice P-Works	
YP Brief and Piloting	
Compass I and II	
Current and Estimated Position	
LORAN	
Tide and Current Table	

	PERIODS (Clock Hours)
Navigation, Celestial	25
Introduction	
EQT System	
Time Diagram	
Horizon System	
Time	
Sunrise and Sunset	
Sight Form	
Sextant	
Nautical Almanac	
Hydrographic Office Pub. 229 I, II, and III	
Plotting, Practice Plotting, Practice P-Works	
Star Identification	
Communications/Security	16
Naval Security I	
Naval Security II	
Naval Telecommunications	
Naval Message	
CMS/NWPL System	
COMSEC/Transmission Security	
OPSEC	
Engineering	25
Mechanical Principles	
Pressure, Vacuum, Temperature, Volume	
Introduction to Thermodynamics	
Laws of Thermodynamics	
Ship Design and Construction	
Ship Types	
Stability	
Aircraft Construction and Identification	
Engineering Department Organization	
Engineering Records and Reports	
Ships Inspections, Trials and Maintenance	
Refrigeration and Air Conditioning	
Auxiliary Machinery Nomenclature	
Shipboard Electrical Systems	
Naval Boilers	
Propulsion Turbines	
Machinery Plant Layout	
Reciprocating Engine Theory	
Gas Turbine and Jet Engine Theory	

	PERIODS (Clock Hours)
Engineering (continued)	
Nuclear Power for Propulsion	
Fundamentals of Ship Propulsion	
New Developments in Naval Engineering	
Destroyer School Tour	
Damage Control	19
Preparation for Effective Damage Control	
Damage Control Procedures	
Fire/Repair Party Organization	
Flooding and Pumping Procedures	
Practical Dewatering	
Repair of Structural Damage	
NBC Defense	
Buttercup Trainer	
Small Equipment (Fire Fighting)	
Chemistry Of Fire and Extinguishing Agents	
Firefighting Agents	
Safety Equipment	
Firefighting Damage Control Shipboard Training	
Safety	6
Safety Reporting Procedures and Ships Safety Organization	
Electrical Safety	
Safety Inspection	
Environmental Safety	
Ship's Safety	
PHASE III: NAVAL ORIENTATION/GENERAL MILITARY TRAINING (165 HOURS)	
Duties and Responsibilities of an Officer Candidate	7
Introduction to OCS	
OCS Chain of Command	
Military Watches	
Regulations and Procedures	
Leave and Liberty	
Schedules and Forms	
Customs and Courtesies	

	PERIODS (Clock Hours)
Drill (Individual)	8
Basic Facing Movements Basic Facing With Arms Manual of Arms Basic Movements	
Drill (Unit Leader)	30
Pass in Review Color and Awards Company Unit Drill	
.45 Caliber Pistol Indoctrination	7
Safety and Operation Live Firing of Pistol Qualification	
Physical Training	23
Indoctrination Basic Strength and Aerobic Conditioning JFK Test Aerobic Run Test	
Aquatics/Water Survival Training	12
3rd Class Swimmers Test Strokes and Underwater Swim Life Jacket Life Raft Survival (Burning Oil) Physical Handicap Swim Drown-Proofing Techniques Survival (Pants/Shirt Flotation) Swim Various Distances/Strokes Water Safety	
Defensive Driving	8
Special Orientation Practice of Defensive Driving Collisions Passing, Being Passed Mystery Crash	

	PERIODS (Clock Hours)
First Aid	4
Introduction to First Aid/Treatment of Shock/ Treatment of Hemorrhage	
Cardiac-Pulmonary Resuscitation (CPR)	
Fractures/Transportation of Injured/ Treatment of Burns	
Venereal Disease	
Seapower Lectures (Topics Subject to Revision)	18
History of British Seapower	
Continental - U.S. Navies	
U.S. Navy, 1861 - 1898	
U.S. Navy, 20th Century	
Future of the U.S. Navy	
Soviet Navy Development	
Soviet Navy Today	
Logistics	
Energy Crisis/Merchant Marine	
Oceanography	
Allied Navies (U.S. Role)	
Coast Guard	
Marine Corps/Amphibious Forces	
Mine Warfare	
Submarine Panel Discussion	
Final Panel Discussion	
Ship Tours (Shipboard Orientation)	3
Initial Assignment Counseling (IAC)	9
Introduction to IAC	
Sea Duty/Shore Duty Panel	
Designator and Billet Description	
Volunteer Programs	
Career Development Goals	
Communications	
Detailer Interview	
Recommendation Form	
Orders and Placement	
Company Officer Counseling	30
Company Officer Indoctrination	
Individual Interviews	
Dependent Information	
Military Aptitude Grade	

	PERIODS (Clock Hours)
Company Officer Counseling (continued)	
Naval Uniforms	
Entitlements and Benefits	
Peer Evaluations	
Insurance	
Career Planning	
Duty Preference Forms	
Battalion and Regimental Selection Boards	
Legal Affairs	
Social Customs and Courtesies	
Code of Conduct	
Reporting Aboard	
Graduation Week Briefing	
Interpreting Orders	
Navy Chaplain Lectures	6
Role of Navy Chaplain	
Red Cross Assistance	
Navy Relief	
Lay Leader	

ADMINISTRATIVE ACTIVITIES (63 HOURS)

In-processing	11
Out-processing	13
Holidays	21
Administrative Time	18

POTENTIAL IMPACT OF PROPOSED 16-WEEK CURRICULUM

A precise assessment of the impact of the revised curriculum on all elements of OCS training cannot be accomplished until the changes have been implemented. However, certain outcomes can be anticipated and are identified in the following paragraphs:

- The reduced total period of training will provide less military indoctrination; i.e., less exposure to the military environment, the concept of good order and discipline, and the training designed to create a Naval officer's mental "set" and attitudes.

- Curriculum recommendations are designed to retain as much as possible of the existing instructional material and practical

training by extending the academic day and reducing administrative activities. However, this will result in a more concentrated course of training, which will place greater pressures on students, provide a tighter schedule of activities with less flexibility, and allow less time for remedial work. An increase in student attrition may result from these factors, particularly among students whose academic preparation is marginal.

- The reduced period of training can be expected to have some effect on the assignment of officer candidates within their designators. The effect is two-fold; the officer candidate will have less time to research and receive indoctrination on his options, since recommendations must be forwarded earlier during the training period to NAVPERS, and NAVPERS Detailers will also be required to make assignments based upon less performance information. These factors may result in less appropriate assignment within designators.

- The shortened program, and a probable change to a two-semester from the present trimester system, may result in less opportunity for officer candidates to acquire experience through student leadership positions, since the incumbents may be changed, or rotated, less frequently.

- The probable two-semester system may result in longer delays in the rescheduling of "setback" students.

- One area of OCS training--shipboard experience--was identified as less extensive than desired, in comparison with USNA and NROTC programs. The reduction in program length will result in decreased capability of rescheduling YP exercises missed on account of bad weather or through preemption by SWOS and in the scheduling of ship tours. Participation in shipboard experiences, therefore, is expected to decrease, resulting in reduced competence in this area.

ADDITIONAL RECOMMENDATIONS FOR OCS CURRICULUM OPTIMIZATION

The proposed 16-week curriculum is based on recommendations for which demonstrable support was obtained during the course of the study. However, additional areas for improvement in the OCS training program were identified for which support was not sufficient at this time to warrant their inclusion in development of the proposed curriculum. The following paragraphs identify these areas and provide recommendations relative to them. They are presented here as a stimulus for discussion and further study and for consideration as program insertions if deemed appropriate by OCS and higher authority.

RECRUITMENT/SELECTION. Current rates of attrition in the OCS program and discussions with recent OCS graduates suggest that many officer candidates enter OCS training without accurate understanding of what will be required of them academically, physically, mentally, or emotionally. It is anticipated that a reduction in voluntary withdrawals and academic, aptitude, and medical disenrollments can be accomplished through increased coordination and involvement of the OCS staff with recruiting/selection activities. It is recommended that:

- procedures be instituted for increased direct liaison between OCS and field offices of the Naval Recruiting Command

- a sound/slide presentation be developed by OCS for the purpose of providing a realistic look at the OCS program, including a review of what will be required of the officer candidate during training, examples of the training, and career patterns available after graduation. This presentation would be made available to recruiting offices, colleges, universities, and libraries, etc.

- recruiting/selection personnel intensify their efforts in screening potential officer candidates for compliance with physical, academic, and aptitude standards.

PRE-ENTRY BRIEFING OF OFFICER CANDIDATES. It is the opinion of the study team, based upon observations and interviews, that improvement in performance can be achieved by providing officer candidates with details of the training in advance, so that they may prepare themselves for the academic and physical challenges of the program. Prior to entry, they will thereby become more aware of what is required of them and will be able to determine whether or not they are qualified and capable of undertaking the training. A reduction in attrition may result from this procedure.

- It is recommended that an information package be developed by OCS to be forwarded by the Recruiting Command to both primary and alternate selectees as soon as possible after selection. The Coast Guard has developed a "Preview for Officer Candidates," which might be used as a model. A suggested format is provided as appendix H.

LEADERSHIP TRAINING. Training in leadership/management is considered by the great majority of Fleet respondents to be the most important area of instruction at OCS. However, a definition of what constitutes leadership as distinguished from management is subject to various interpretations. An effort to clarify these terms is viewed as important

and has implications for training. It is recommended that:

- a more precise definition of those functional elements that constitute leadership and management be developed.
- restructuring of leadership/management training at OCS should be accomplished to reflect the distinction between the two areas.
- as appropriate, elements of leadership training should be incorporated as a part of General Military Training in order to make maximum use of opportunities for practical application.
- in order to provide maximum opportunities for practical experience, leadership positions should be rotated as frequently as possible.

USE OF RIFLES IN TRAINING. The use of rifles in military formations at OCS does not reflect a valid training requirement. This determination has precedent in enlisted Recruit Training, where the practice has been discontinued. The rationale for this determination is supported by several study observations: (1) the training rifle used is not in the operational inventory of the Navy; (2) the use of the rifle as a weapon is not a part of the training program; and (3) the storage, maintenance, and issue of rifles requires the use of resources which could be more appropriately used in other activities. The deletion of Rifle Drill would provide additional time for more important training activities. It is noted that women officer candidates do not drill with rifles, except as members of the officer candidate drill team.

- It is recommended that the use of the training rifle be discontinued in the OCS program, except by drill teams, color guards, or for other special use. Should the recommended deletion of the training rifle drill be implemented, saved time previously devoted to this aspect of training could be redirected to unit drill and military formation exercises.

PASS-IN-REVIEW (PIR) EXERCISES. Under the present schedule, a practice PIR and a formal PIR are conducted each week. Fleet respondents overwhelmingly perceive this training as of little importance, since formations participated in by junior officers are normally limited to basic small group formations.

- It is recommended that the number of PIRs and practice PIRs be reduced and the saved time utilized for drill activities providing leadership training opportunities for the maximum number of officer candidates at the company/platoon level.

PHYSICAL TRAINING. OPNAVINST 6110.1 has established a program for the physical conditioning of Naval personnel. In order to provide a basis for the satisfaction of requirements of this program during the initial training of officer candidates and to assist in developing and maintaining physical readiness desired in the Naval officer for the conduct of his duties, a vigorous physical training program within OCS is important. It is recommended that:

- a formal daily program of calisthenics be required for all officer candidates to supplement and to support the continuing aerobic conditioning program prescribed for all Fleet personnel.

- responsibility for the conduct of this activity be placed on the officer candidates themselves, under the supervision of staff personnel. This arrangement could provide additional opportunities for leadership experience for officer candidates.

SHIPBOARD EXPERIENCE. One area of training in which OCS graduates are at a disadvantage is in actual shipboard experience. Naval Academy and NROTC students participate in summer cruises, Coast Guard officer candidates train aboard operational cutters, but OCS training is limited to a few hours of yard patrol craft (YP) operation. It is recommended that:

- shipboard training of OCS students be expanded as feasible to provide increased familiarity with the shipboard environment.

- a pilot program be developed and implemented in which officer candidates would serve with designated Fleet units as a part of their regularly scheduled training.

SECTION V

CONSIDERATIONS FOR THE FUTURE

This section identifies some major issues currently affecting the Officer Candidate School and the officer accession training process which have not been sufficiently addressed in the present study but which have implications for future program development efforts. Although these issues have direct impact for OCS, their effects extend to all officer accession training programs. The issues are highly interactive and must be considered in the broadest possible perspective.

A list of these issues would include the following:

- Job/Role Definition. The development of terminal and enabling objectives for officer accession training is dependent upon the validity of accurate job task information. Because of the diverse roles currently open to officers, the effort required to obtain such information is massive and complex, but is considered necessary.

- Manpower Requirements. Although specific data relative to short-term requirements may be immediately available, and long-term requirements may already have been projected, the translation and communication of these requirements to the training community are essential to the development of appropriate mission-oriented programs.

- Manpower Availability/Characteristics. The projected availability of entrants to officer accession programs, the levels of their military, technical and leadership preparation, and understanding of their motives are critical elements in program development and training objective preparation.

- Officer Procurement. The criteria used in the selection of personnel for officer training determines the characteristics of the population for which training programs must be developed. Consequently, these criteria have direct impact on both the structure and the content of these programs. A systematic approach to officer acquisition would serve to enhance both the selection and training processes.

- Fiscal Policy Considerations. Projections of resource availability and the manner in which projected resources are allocated for training have obvious impact for an integrated training system. Included in this area must be consideration of fiscal matters at the following levels: Congressional, Department of Defense, Department of the Navy, and the Training Command.

- The Impact of Technology. Projections in this area are necessary to be able to take full advantage of the various techniques and equipments available for training and to provide satisfactory levels of technical knowledge.

- Implementation of Change. The implementation of an accession training process that will respond effectively to changing requirements is necessary to insure the timely and relevant modification of the various elements of that process. Included in such a process would be provisions dealing with feedback and evaluation procedures, training program development and validation, and quality control.

- Program Management. An organizational analysis of the manner and method by which all officer accession training programs are administered, modified, restructured and evaluated is a necessary consideration in the development of a total training package.

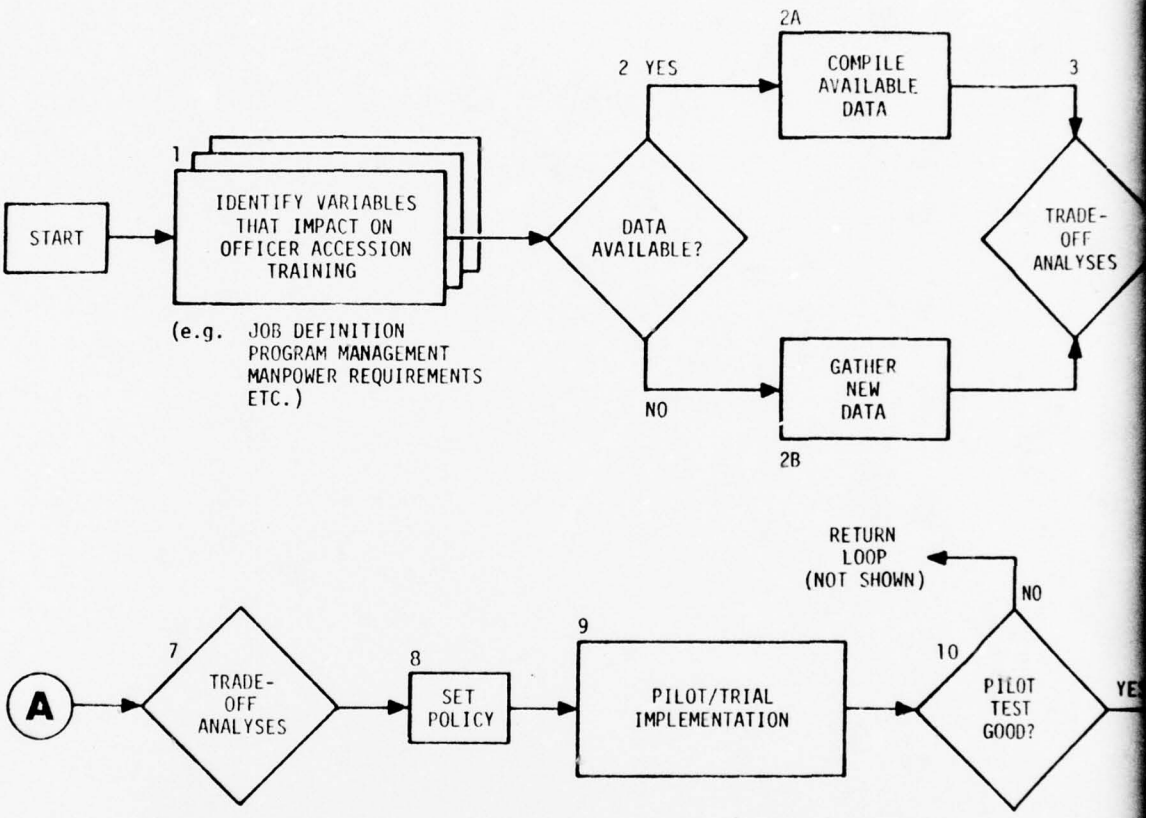
Because the issues noted above are interdependent, the most effective and long lasting approach to their resolution requires a total systems analysis of officer accession training. This approach is strongly recommended.

A flow diagram of the major elements that would be included in such a total systems analysis is presented in figure 4. In brief, the analysis begins by compiling information on identified variables that impact on officer accession training including the issues defined in the preceding paragraphs. For some variables, information is already available and needs only to be located and compiled in an appropriate format to be useful. In other instances, however, information deficiencies do exist, and specific study efforts will be required to develop the necessary data. Based on analyses of this information, policies would be established culminating in an integrated officer accession training process. Provisions for trade-off analyses, a pilot program, and feedback and evaluation efforts are incorporated in the systems analysis design.

The long-term effort required for a total systems analysis is obvious. However, two interim measures which would enhance the accession training of officers during the immediate future are possible. The remainder of this section addresses itself to an identification of, and rationales for, these specific measures.

INTERIM MEASURE 1: JOB DEFINITION

Recommendation: Job task analyses, leading to definition of those specific and common elements that impact on the training of new officers, should be conducted.


START
1
IDENTIFY VARIABLES THAT IMPACT ON OFFICER ACCESSION TRAINING
(e.g. JOB DEFINITION
PROGRAM MANAGEMENT
MANPOWER REQUIREMENTS
ETC.)
DATA AVAILABLE?
2 YES
2A
COMPILE AVAILABLE DATA
3
TRADE-OFF ANALYSES
NO
2B
GATHER NEW DATA
A
7
TRADE-OFF ANALYSES
8
SET POLICY
9
PILOT/TRIAL IMPLEMENTATION
10
PILOT TEST GOOD?
NO
RETURN LOOP (NOT SHOWN)
YES

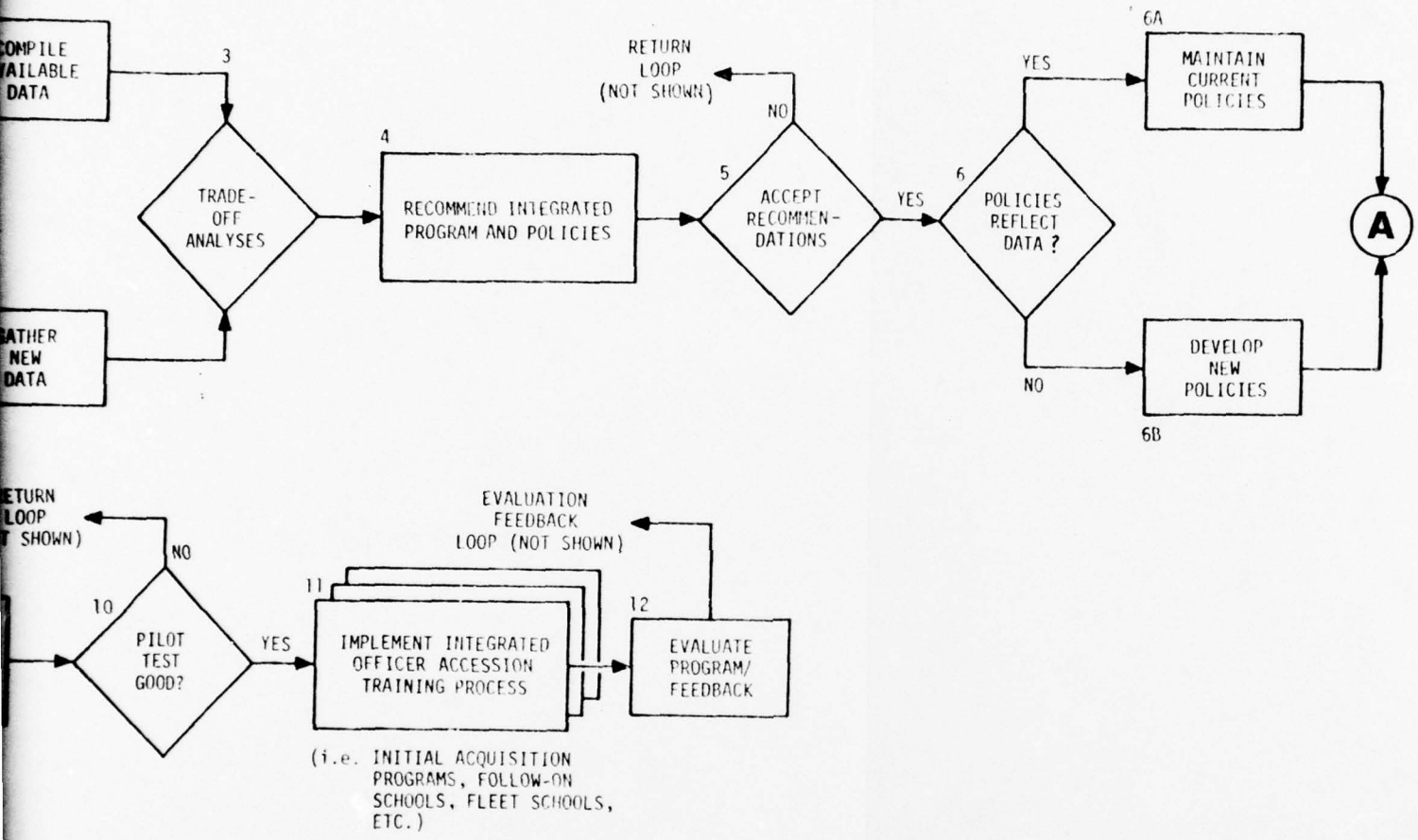


Figure 4. Flow Diagram: Systems Analysis of Officer Accession Training

As an alternative procedure (to comprehensive job task analyses), that would serve to meet only the most immediate requirements, it is recommended that a conference of representatives of all initial acquisition programs (i.e., USNA, NROTC, OCS, etc.) be convened to establish a series of standard terminal objectives for initial acquisition training programs. This conference would review the requirements and recommendations of follow-on schools, specialized training activities, and the Fleet and would subjectively determine exit requirements and standards for individual acquisition program graduates. Curriculum changes resulting from this conference would be implemented by individual programs.

RATIONALE. The requirements levied on new officers are constantly changing and expanding. The expansion of the Navy's mission, its necessary dependence on sophisticated technology, and the growth of subspecialty requirements are but three of the factors that impact on the definition of what a Naval officer should be and should be able to do. This growth and change makes accurate definition of the role and functions of the new officer the keystone for the development of officer accession training.

Currently, there are broad and general guidelines that describe the knowledge and abilities desirable in a new officer; however, the specific elements of those characteristics have been subject to varied interpretation, and the various accession program curricula have reflected these different points of view. A clear definition of these specific elements, achieved either from job task analyses or conference consensus, is considered essential for the development of future curricula that satisfies their instruction.

Three important benefits accrue from a training system based on job task information:

1. Comparability Within Initial Acquisition Program. All initial acquisition programs prepare officers for either follow-on training or initial duty as Naval officers. The relative lack of differentiation (except in specialized programs leading to Aviation/Marine Corps duty) in assignments among graduates of the USNA, NROTC, and OCS, for example, implies a need for relatively standard preparation of program graduates. Yet, concern about the differences in program length, instructional length, instructional procedures, training environment, and similar factors tends to obscure the similarity of mission in this respect.

The identification of job task information will permit development of an accurate set of common terminal and enabling objectives for all initial acquisition programs. While programs based on such information could still retain their individual characters, their graduates would be assured the necessary level of preparation in specifically defined areas.

2. Program Continuity in Accession Training. An increasing need for specialized skills to operate sophisticated equipment in different environments has led to a proliferation of training schools, programs, and courses for the training of new officers. To accommodate this multitude of instructional programs, the concept of "training pipeline" has evolved. These pipelines, consisting of successions of individual programs or courses, provide cumulative and increasingly specialized instruction as a student progresses through them. However, the focusing of attention on individual programs and courses within these pipelines tends to overshadow the total training that takes place and increases the potential for too much, too little, or misdirected training at every level.

The development of an integrated accession training system, based on job task information, reduces the potential for redundancy or deficiency in the total system. The development of training objectives for the entire training process also makes easier the assignment of these objectives to their optimum location within a given pipeline. Finally, attention to satisfaction of training objectives for the entire process encourages focus on accession training as an integrated whole, rather than emphasizing the segments that make up that whole.

3. Determination of Program Balance. Officer accession training, particularly its initial acquisition programs like OCS, must reflect a proper balance between military orientation, leadership training, and technical preparation. Increasing variety and complexity of types of equipment, caused by the tremendous expansion of technology, have led to the inclusion of more and more technical material in all instructional programs. This increase, within constant or decreasing instructional time frames, has resulted in a net decrease in the time available for military orientation and leadership training. Yet, the importance of these latter two areas, particularly in initial acquisition training programs, has been demonstrated.

The need for increased technical skills has also led to increased emphasis on undergraduate preparation in science and engineering subjects. Paradoxically, the initial functions of junior officers are usually more concerned with the management and administration of personnel and materiel. This apparent discrepancy suggests that further study should be conducted to determine more accurately what undergraduate preparation is most appropriate for a Naval officer.

Job definition will simplify the task of determining the proper mix of technical, leadership, and military orientation information to be included in program curricula. Specification of terminal and enabling objectives will insure optimum use of available time in the instruction of technical material at its proper place in the accession process. This, in turn, may provide additional time for leadership training and

military orientation, and will almost certainly focus the training that takes place in those areas.

INTERIM MEASURE 2: PROGRAM MANAGEMENT ANALYSIS

Recommendation: Analysis of the management organization(s) that administer all programs within officer accession pipelines should be conducted. This will provide a basis for recommendations maximizing the effectiveness of the managerial function.

RATIONALE. The management of individual programs within the various officer accession pipelines is dispersed throughout several commands and activities and, in some cases, throughout the layers of individual commands. Coordination and communication between the managers of the various programs are limited, increasing the tendency to focus command attention on individual programs, schools, and courses within the pipelines, rather than on the pipelines themselves. Yet, as demonstrated in this study, attention to the relationships between programs is essential for effective and efficient training, as actions which affect a single program inevitably impact on others.

While the management structure that would result from an analysis such as the one proposed cannot be predicted with certainty, there are indications that it would reflect a more integrated approach than the one which currently exists. An integrated system would provide a structure for a fully coordinated process of officer accession training, encompassing programs within all levels of that process. Specific benefits to be derived from a more integrated management system are discussed in the following paragraphs.

1. Broadened Perspective for Officer Accession Training. The tendency to focus managerial attention on individual schools, programs, or courses within officer accession pipelines has already been noted. This restricted scope limits the flexibility required for implementing command policy and increases the potential for misinterpretation of such policy by the various implementing activities.

The initiation of a management approach based on broadened perspective would provide managers at a policy-making level more alternatives through which to exercise their responsibilities. More accurate assessment of the effects of proposed changes on the individual parts of the total training effort would be possible, and more effective administrative control of the implementation process would result.

Two additional effects of a broadened perspective should be noted. First, the effectiveness of coordination efforts between training activities and training related activities would be increased. For example, an integrated approach to training management might lead to a set of

more standard criteria in the recruiting and selection of candidates for initial acquisition programs. Second, such an approach would provide greater coordination in the evaluation efforts needed to ensure training relevance. Fleet feedback could be translated to provide more realistic training requirements and instruction to meet those requirements assigned to the most appropriate segment of a pipeline with minimum delay.

2. Improved Processes for Curricular Change. Currently, modifications or revisions to officer accession curricula are made in terms of single programs, schools, or courses. The impact of this on related programs cannot be overlooked. Moreover, curricular change requirements must sometimes be accommodated in a way that satisfies the practical constraints of individual programs, a circumstance which may alter their original instructional intent.

The implementation of an integrated management system would provide managers greater certainty that curricular change accurately reflected its original intent. New or revised preparation requirements levied on individual officer acquisition programs by follow-on schools would be accommodated with a greater certainty that graduates of all programs could meet identified standards. In the event that such accommodation was not attainable, an accurate assessment of alternative trade-offs could be made. Additionally, improved instructional techniques, media presentations, and training equipment might be generally prescribed for use in specific curricular areas common to similar training programs within the various pipelines.

3. Improved Resource Allocation. The availability of resources for training activities is decreasing. The allocation of these resources within officer accession training appears to be accomplished in terms of providing for individual programs. This condition forces individual programs to compete for diminishing operating funds and available personnel, further emphasizing their individuality. Obviously, the allocation of funds and people depends, to some extent, on the characteristics of the individual school or program. However, in the final analysis, officer training must reflect the sum total of all schools, programs, and courses in the accession pipeline, and the allocation of resources must reflect that point of view.

The broader perspective gained by an integrated management approach would enable managers to better identify those areas where additional resource allocation is necessary or lesser allocation possible. It would permit a more accurate assessment of the impact of changes in resource availability, throughout the pipeline, and provide a more realistic picture of the trade-offs that might be made necessary by resource limitations. Under these conditions, the allocation of operating funds, the assignment of staff and support personnel, and the provision of training equipments would be accomplished in a manner that provided the best total training package within identified resource constraints.

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APPENDIX A

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APPENDIX A

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APPENDIX B

DESCRIPTION OF NAVY OFFICER ACQUISITION PROGRAMS

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DESCRIPTION OF NAVY OFFICER ACQUISITION PROGRAMS

There are seven major officer acquisition programs within the Navy. They are:

- U.S. Naval Academy (USNA)
- Naval Reserve Officer Training Corps (NROTC)
- Navy Enlisted Scientific Education Program (NESEP)
- Reserve Officer Candidate (ROC) Program
- Aviation Officer Candidate School (AOCS)
- Aviation Reserve Officer Corps (AVROC)
- Officer Candidate School (OCS)

Each program has its own special objectives and means of executing those objectives, to meet specific needs of the Navy.

U.S. NAVAL ACADEMY

The Naval Academy is the Navy's oldest officer accession program. It is a 4-year program; upon completion the graduate is awarded a Bachelor of Science degree and a Regular Commission in the U.S. Navy. Its stated mission is to prepare young men and women to become professional line officers in the Navy or Marine Corps.

Admissions criteria are high, and three of every four candidates selected are from the top 20 percent of their high school classes. Candidates must be at least age 17, but not past their 22nd birthday, on July 1 of the year admitted to the Academy. They must be U.S. citizens, unmarried, and without children. In addition, physical and academic entrance standards must be met. Candidates are selected from nominations made by government officials or received through other specified channels.

Depending upon the academic major selected, between 20 and 40 percent of the Academy's curriculum is devoted to professional military studies. Life-at-sea topics such as navigation, weapons systems, and the role of sea power in U.S. Naval history, are at the core of the Academy's military curriculum. At least 80 percent of the midshipmen in each class must be enrolled in engineering, mathematics, or hard sciences; the other 20 percent also receive some training in these fields. Every midshipman must satisfy requirements in the humanities, social sciences, mathematics, sciences, and modern language. Women entering the Academy must meet all academic requirements.

The Academy requires all students to participate in intramural or varsity athletics. Although women are encouraged to try out for varsity sports, they may not participate in some sports.

The class of 1977 will graduate about 975 midshipmen; 70 percent are expected to become career officers. Attrition within the 4-year course is estimated to be about 27 percent.

NAVAL RESERVE OFFICER TRAINING CORPS (NROTC)

The NROTC is the Navy's largest single officer accession program, with an annual student load of about 8,000 midshipmen. Graduates of NROTC provide nearly 50 percent of Regular Navy officer accessions. The NROTC attempts to provide training similar to that of the Naval Academy, in order to produce a similarly qualified officer. The attraction of the program is to those who are interested in a military career, but prefer a civilian institution, or who are unable to find accommodation within existing Naval Academy quotas. Like the Academy, the NROTC is a 4-year long lead-time program.

The selection of NROTC candidates is accomplished by selection boards convened by the Commander, Naval Recruiting Command. Within the NROTC system, there are four programs: (1) the Navy/Marine Corps Non-Subsidized College Program, which provides candidates with uniforms, textbooks, and a limited subsistence allowance; (2) the Scholarship Program, which pays candidates' tuition, books, fees, uniforms, and extended subsistence; (3) the two-year Nuclear Propulsion Candidate Scholarship Program; and (4) the Two-Year Program, for students already in their sophomore year. Depending on the program, graduates receive either Regular or Reserve commissions in the Navy or Marine Corps.

The major requirement of NROTC is that the student complete required courses in Naval Science. In addition to regular drills during the school year, participation in summer training sessions is required. The goals of NROTC training are to provide students with a basic understanding of Naval Science, Navy professionalism, national security, and an educational background which will allow the midshipmen to undertake career development successfully in later periods of their careers.

Following graduation from college, newly commissioned officers continue their professional development through specialized training, such as Surface Warfare Officers School, Submarine Officers School, or flight training, prior to being assigned to the Fleet.

NAVY ENLISTED SCIENTIFIC EDUCATION PROGRAM (NESEP)

To provide additional officers with technical expertise and to offer commissioned career opportunities to outstanding active duty enlisted men and women, NESEP provides up to 4 years of college leading to a baccalaureate degree in one of the major areas of engineering, science, or mathematics. NROTC commanding officers currently administer NESEP academic programs at eight universities throughout the United States.

At some point in the program, either between their junior or senior year, or after graduation, NESEP students attend a 10-week special course at the OCS, Newport, RI. Undergraduates return to their university and are commissioned at the time of graduation; those who have received their university degree are commissioned after OCS training. NESEP graduates are commissioned into the Regular Navy.

Enlisted applicants must be in pay grade E-4 or above and must be under age 24 on December 31st of the year selected for enrollment. Applicants are screened by a selection board convened by the Chief of Naval Personnel. Those who are selected attend a 10-week NESEP preparatory school for instruction, final screening, and university placement.

NAVY RESERVE OFFICER CANDIDATE (ROC) PROGRAM

The ROC program was created to make a Naval officer training program available to full-time students attending an accredited college which does not have an NROTC program. Students may apply for this program upon completion of their freshman or sophomore year in college. Students may not be pursuing a course of instruction leading to a theological, medical, or dental degree nor to a degree considered preparatory for appointment in the Medical Service Corps. Selectees are required to attend two training sessions--one 8-week summer session between their junior and senior year and one 11½-week training session following graduation from college. These sessions are held at the Naval OCS, Newport, RI. Graduates receive commissions in the Naval Reserve. The ROC program is scheduled to be phased out in FY 77. The last class will graduate in the summer of 1977.

AVIATION RESERVE OFFICER CANDIDATE (AVROC) PROGRAM

This program is similar to the ROC program. However, the summer training session takes place at the Aviation Officer Candidate School at Pensacola, Florida, and instruction is limited to aviation-related subjects. Graduates receive Navy Reserve commissions.

AVIATION OFFICER CANDIDATE SCHOOL (AOCS)

This program consists of 16 weeks of preparatory training for prospective Navy pilots and Naval flight officers.

Its purpose is to develop in the student the fundamental skills and knowledges required for further aviation training. The AOCS curriculum also provides training that prepares the future aviator for transition from the civilian to the military environment.

The program has four main divisions--military leadership, administration, operations, and academics. These phases are interspersed with activities designed to provide the candidate with practical exercises and experiences. As compared to other officer accession programs, the AOCS provides less emphasis in leadership and management training. However, the AOCS program incorporates more physical training. AOCS graduates are commissioned in the Naval Reserve.

OFFICER CANDIDATE SCHOOL (OCS)

Due to its relatively short training time, OCS has historically afforded the Navy a rapid response to fluctuations in officer strength requirements. It was established in 1951 to meet the needs of the Navy for junior officers brought about by the Korean conflict, and for 25 years has provided a flexible and relatively economical source of qualified junior officers. More than 70,000 officers have been commissioned through this program, with class sizes ranging from 38 to 1,000 students. The OCS has provided more Naval officers than any other single source of officer procurement in the past 25 years.

Since 1971, OCS has been under the functional command of CNTECHTRA, and is one of several training programs administered by the Commander, Naval Education and Training Center (NETC), Newport, RI. In 1973, the Women Officers' School was disestablished, and women began attending OCS. Today men and women take the same courses, live in the same dormitories, satisfy the same military and physical training requirements (with minor variations), and compete for the same student officer leadership positions.

The length of training in OCS is presently 19 weeks. Instruction is divided into three major areas: Leadership and Management, Naval Operations, and Naval Orientation/General Military Training. The mission of OCS is to provide follow-on schools and the Fleet with officers who satisfy minimum entry-level requirements.

The school will accept married students, with dependents, of either sex, but each candidate must be physically qualified for the designator requested, possess a baccalaureate degree from any regionally accredited college or university, and be a U.S. citizen.

OCS graduates are commissioned in the Naval Reserve.

APPENDIX C

ANALYSIS OF STUDENT EDUCATIONAL BACKGROUNDS (OFFICER CANDIDATE SCHOOL CLASS 76T01)

APPENDIX C

ANALYSIS OF STUDENT EDUCATIONAL BACKGROUNDS (Officer Candidate School Class 76T01)

In October 1976, a study conducted by the OCS staff identified the educational backgrounds of the 123 members of OCS Class 76T01. The information provided by this survey has been analyzed, and the academic majors reported have been arranged according to the general fields outlined by the Department of Labor Occupational Outlook Handbook.

The following observations are derived from this analysis:

- Masters degrees were awarded in the following fields:

  Mathematics
  Education (Business)
  Social Science (Anthropology)
  Humanities (Library Science)
  Biological Science (Zoology)
  Physical and Earth Science (Physics, Environmental Science, and General Science)
  Health Service (Food Science)

- Eighteen of the 123 students completed double degrees/double majors at the baccalaureate level. Distribution of the total 141 baccalaureate majors, by general fields and percentage distribution, are shown below: (see also table C-1)

  Social Science (23.4 percent)
  Business Administration (16.31 percent)
  Humanities (16.31 percent)
  Mathematics and Related Fields (11.34 percent)
  Physical and Earth Sciences (11.34 percent)
  Engineering (9.21 percent)
  Biological Sciences (5.67 percent)
  Education (3.54 percent)
  Health Services (.7 percent)

- Twenty-six female officer candidates (21 percent of those surveyed) achieved 55 percent of the masters degrees.

A detailed analysis of the distribution of baccalaureate majors is provided in table C-1.

TABLE C-1. DISTRIBUTION OF BACCALAUREATE MAJORS

Major Field	Men	Women	Total	Percentage Distribution By Major Fields*
EDUCATION			5	3.54
Teaching	2	3	5	
HEALTH SERVICE			1	.7
Dietetics/ Food Service		1	1	
ENGINEERING			13	9.21
General Engineering	2		2	
Auto Technology	1		1	
Mechanical	2		2	
Chemical	1		1	
Aerospace Technology	1	1	2	
Electrical	2		2	
Nuclear	1		1	
Industrial	1		1	
Naval Architecture	1		1	
PHYSICAL AND EARTH SCIENCE			19	11.34
Chemistry	5	3	8	
Physics	8		8	
Meteorology	2		2	
General Science	1		1	
BIOLOGICAL SCIENCES			8	5.67
Biology	4	4	8	

*Based on a total of 141 baccalaureate majors

TABLE C-1. DISTRIBUTION OF BACCALAUREATE MAJORS (continued)

Major Field	Men	Women	Total	Percentage Distribution By Major Fields*
MATHEMATICS AND RELATED FIELDS			16	11.34
Math	10	4	14	
Computer Science	2		2	
SOCIAL SCIENCE			33	23.4
Psychology	5		5	
Sociology	2	1	3	
Economics	5		5	
Anthropology	1		1	
Social Studies	2		2	
Geography	1		1	
History	6	1	7	
Political Science	7		7	
Criminal Justice	2		2	
BUSINESS ADMINISTRATION			23	16.34
Accounting	6		6	
Finance	1		1	
General Business Administration	5	1	6	
Marketing	2		2	
Business Management	3		3	
Industrial Administration	1		1	
International Relations		1	1	
Management	2		2	
Technology of Management	1		1	

*Based on a total of 141 baccalaureate majors

TABLE C-1. DISTRIBUTION OF BACCALAUREATE MAJORS (continued)

Major Field	Men	Women	Total	Percentage Distribution By Major Fields*
HUMANITIES			23	16.31
Individual Studies	1		1	
English	5		5	
French		2	2	
French Literature		1	1	
Library Science		1	1	
Speech	1		1	
Journalism	1	1	2	
Latin		1	1	
Spanish		2	2	
Liberal Studies		1	1	
Religious Studies		1	1	
Fine Arts	1		1	
Broadcasting	1		1	
Film Communications	1		1	
Photography	1		1	
Interamerican Relations		1	1	

*Based on a total of 141 baccalaureate majors

APPENDIX D

REPORT OF SWOS BASIC STUDENT PERFORMANCE

APPENDIX D

REPORT OF SWO BASIC STUDENT PERFORMANCE (FY 76)

PRETEST SCORES: Combined group average (scale to 4.0) for each unit by source and examination.

UNIT	TITLE	OCS *(279)	USNA (197)	NROTC (376)	AOCS (57)	ROC (69)	NESEP (97)	OTHER (3)	OVERALL AVERAGE (1078)
1	MOBOARD/TACTICS	2.34	1.89	1.98	0.85	1.48	2.28	1.92	1.81
2	JOOD/SPECIAL EVOLUTIONS	2.56	2.54	2.00	1.65	2.52	2.43	1.49	2.11
3	CICWO	1.59	1.99	1.41	1.12	1.40	1.45	1.33	1.42
4	COMMUNICATIONS	1.51	1.70	1.51	1.08	2.10	1.85	0.93	1.56
5	RULES OF THE ROAD	1.73	1.96	1.42	0.89	1.80	1.17	2.40	1.55
6	NAVIGATION	1.66	1.68	1.36	0.94	1.70	1.24	2.00	1.46
7	ORDNANCE/AAW	1.22	1.68	1.17	1.15	1.66	1.01	0.77	1.31
8	ASW	1.21	1.33	0.91	0.89	1.10	0.94	0.53	1.07
9	EW/SUW/ASMD	2.05	2.00	1.40	1.22	2.69	1.59	0.94	1.78
10	MIN/AMPHIB/NGFS	1.60	1.45	1.24	1.05	1.62	1.24	1.49	1.37
11	INPORT WATCH OFFICER	1.07	1.40	1.02	0.84	1.15	0.84	1.54	1.08
12	PERSONNEL ORGANIZATION AND ADMINISTRATION	2.38	2.22	1.42	1.62	2.70	1.94	1.33	1.97
13	DIVISION OFFICER LEADERSHIP & MANAGEMENT	2.39	2.40	1.77	2.06	2.78	2.45	1.54	2.21
14	CORRESPONDENCE AND TRAINING	1.28	1.35	1.01	0.78	1.60	0.91	0.00	1.15
15	INSPECTION & SAFETY	1.94	2.09	1.83	1.82	1.98	1.70	1.32	1.90
16	MATERIAL MANAGEMENT	1.58	1.43	1.19	0.97	1.40	1.42	0.26	1.34
17	STEAM PROPULSION & AUXILIARY SYSTEMS	2.03	2.48	1.95	1.25	1.98	2.44	2.38	2.05
18	DIESEL & GAS TURBINE PROPULSION AND AUXILIARY SYSTEMS	1.01	1.30	0.83	1.05	0.87	1.10	1.48	1.01
19	ENGINEERING ADMINISTRATION & OPERATIONS	1.67	2.02	1.48	0.82	1.70	1.48	0.73	1.58
20	DAMAGE CONTROL (PHASE I)	2.20	2.47	1.90	1.30	2.31	2.17	1.17	2.08
21	DAMAGE CONTROL (PHASE II)	2.09	1.55	1.13	0.70	2.25	1.88	1.06	1.55

* ( ) NO. OF STUDENTS TESTED.

APPENDIX E

INTERVIEW GUIDE

APPENDIX E

INTERVIEW GUIDE

Date: _____

Respondent Information: Interviewer: _____

Type Ship/Shore Activity: _____
(DD, CVA, FF, SSN, COMSTA, NAS, etc.)

Grade: _____ Year Commissioned: _____

Source of Commission: USNA _____ NROTC _____ OCS _____ Other _____

Present Billet (or equivalent):

CO _____ XO _____ DEPT HEAD _____ Recent OCS Grad _____

How long in present billet: _____

Preceding Assignment: _____

Male: _____ Female: _____

- -

I. General Discussion

Unstructured conversation on general topics related to mission/purpose/function of OCS. Respondent to comment as he/she wishes, without restriction. Note comments. Use following questions as basis for discussion.

1. Primary function/purpose of OCS:
   _____ Orientation
   _____ Leadership
   _____ Management
   _____ Professional
   _____ Technical

2. Secondary function/purpose(s) of OCS (if any):
   _____ Orientation
   _____ Leadership
   _____ Management
   _____ Professional
   _____ Technical

3. Philosophy of training, from practical point of view, should:
   _____ Introduce Navy; OJT/follow-on schools complete training
   _____ Develop technical skills (basic only)
   _____ Development of Management Skills; little/no technical training

4. Is performance primarily based on:
   _____ the individual (background, experiences, etc.)
   _____ the training program

II. Evaluation of Elements of Training

More specific curriculum subject area questions. Concern here is with those elements of training that are important to new junior officers. Find out perception of importance/priority; what needs additional emphasis. Make notes as appropriate.

1. Physical Fitness Training
2. Swimming/Aquatics Training
3. Traditions/Courtesies/Customs of the Navy
4. Management Skills
5. Technical Skills/Abilities
6. Navy Organization/Chain of Command
7. Leadership Skills
8. The Navy's Mission/Purpose
9. Naval Terminology
10. Drill/Parades/Ceremonies
11. Manual of Arms/Sword Drill Training
12. Small Arms Training
13. Navigation (break into Piloting/Celestial as required)

III. Card Sort

Respondent to perform two tasks: (1) for priority/importance; (2) for frequency of use. Use subset cards as necessary. Complete tally sheet after sort is completed by respondent.

IV. Final Questions

General; Use as a wrap-up for interview; concern here is with perceptions of performance of OCS graduate.

1. Compare OCS and other acquisiton program graduates:

   Better than _____ About the same _____ Worse than _____
   Specific areas of difference:

2. Are there areas where too much/too little training is obvious?

3. For Senior Officers: Describe essential qualifications/abilities/skills needed most by junior officers reporting aboard.

4. For recent OCS graduates only: How rigorous did you find the OCS program? Mentally _____ Physically _____ Emotionally _____ Comments:

TOPIC TALLY SHEET

LIST OF TOPICS	PRIORITY	FREQUENCY	REMARKS
1 DRILL			
2. SMALL ARMS TRAINING			
3. PHYSICAL FITNESS TRAINING			
4. AQUATICS TRAINING/SWIMMING			
5. DEFENSIVE DRIVING			
6. FIRST AID			
7. SEAPOWER			
8. INITIAL ASSIGNMENT COUNSELING			
9. COMPANY OFFICER COUNSELING			
10. THE NAVY CHAPLAIN			
11. SEAMANSHIP			
12. NAVAL WARFARE			
13. PILOTING			
14. CELESTIAL NAVIGATION			
15. NAVAL COMMUNICATIONS			
16. NAVAL ENGINEERING			
17. DAMAGE CONTROL			
18. SAFETY			
19. RESOURCE MANAGEMENT			
20. DISCIPLINE ADMINISTRATION			
21. HUMAN RESOURCES MANAGEMENT			
22. MANAGEMENT SKILLS			
23. PERSONNEL ADMINISTRATION			

APPENDIX F

FLEET PERCEPTIONS OF OCS SUBJECT AREAS

APPENDIX F

FLEET PERCEPTIONS OF OCS SUBJECT AREAS

As a part of each Fleet interview, respondents were asked to provide their comments/opinions/perceptions about 13 subject areas that had been identified as possible targets for addition/revision/deletion during the OCS curriculum review. The following paragraphs represent a summary of the remarks of respondents pertinent to each subject area.

PHYSICAL FITNESS TRAINING

1. Most respondents viewed Physical Fitness Training (PT) as an important part of the OCS training program. Reasons given included the following: (a) Physically fit people perform better, (b) PT provides a relief from the academic program routine, (c) the duties of a Navy officer require that he be physically fit.

2. Some kind of structured program in PT is necessary to insure that all students have the opportunity for physical activity.

3. PT should emphasize the personal, individual nature of such training. Maintaining a required level of fitness after commissioning will be done at the individual's option; no formal PT programs are perceived to exist in the Fleet. PT training at OCS should be directed to the initiation and encouragement of building a physical fitness "habit."

4. Stamina is perceived to be more important to a Naval officer than strength. A PT program should emphasize the development of stamina.

5. If standards of physical fitness are established, all students should be required to meet those standards. Such standards should be established and maintained for entry into the program and for graduation. Physical fitness is viewed as receiving insufficient emphasis in the Fleet; if new officers are required to maintain certain standards at OCS and other training programs, then standards may be more closely adhered to in the Fleet.

6. Group activities/sports contests are enjoyable and provide relief from the day-to-day routine. However, such activities are not perceived as essential to physical fitness training.

7. Women should be required to meet the same kinds of standards as men, although the specifics of those standards may differ.

SWIMMING/AQUATICS TRAINING

1. Most respondents felt that swimming/aquatics training is an appropriate part of the OCS program, either as a part of a PT program,

or as a separate requirement. From the point of view of usefulness, swimming is almost never needed in the Fleet.

2. There seemed to be considerable agreement that lack of concern in regard to swimming requirements is even more widespread than lack of interest in PT requirements in the Fleet. Again, the concensus was strong, that if standards are established they should be maintained.

3. There was some disagreement among respondents as to the appropriateness of aquatics training for women officers. On the one hand, women are not eligible for sea duty; however, women officers, because they are officers and a part of the Navy, are and should be required to meet the same standards required for male officers.

NAVY TRADITIONS, CUSTOMS, COURTESIES

1. Most respondents seemed to feel that additional instruction in this area was needed. This need results from: (a) a desire of junior officers to survive in a new environment; (b) their desire to avoid embarrassment; and (c) a general lack of knowledge about the environment and the traditions and customs that form a part of that environment.

2. Initial acquisition programs are the only place in the accession pipeline where formal training in customs/courtesies/traditions is provided. If these subjects do not receive enough emphasis during that program, the graduate will be deficient in them until such time as they are acquired informally.

3. OCS, as an initial training program, sets the tone for future use of the topics included in this area. A stronger emphasis on customs and traditions in OCS might lead to their stronger emphasis in the Fleet.

4. The observance of traditions and customs in the Fleet is on the decline; these subjects are not perceived to be as important to Naval personnel as they used to be. This condition is viewed by most respondents as one which should be reversed.

MANAGEMENT SKILL TRAINING

1. Management is perceived as a subject area needing strong emphasis in the OCS instructional program. The management of people is viewed as the primary function of the junior officer.

2. Within the emphasis on management, attention should be paid to the practical application of that subject within the Naval environment. Examples of such practical application include (a) a greater understanding of publications and how to use them, particularly BUPERS manuals;

(b) practice in resolving Division Officer situations in personnel management; (c) practice in solving common discipline problems; (d) techniques for coping with drug, alcohol, financial, and similar personal difficulties.

TECHNICAL SKILL TRAINING

1. The instruction of technical skills is not perceived to be important at the OCS level. Respondents generally felt that the follow-on schools/specialized Fleet courses should assume this responsibility.

2. Respondents noted that instruction in technical areas has more relevance after assignment to a specific billet is known and the role of the officer in that billet is understood.

3. In the event that some prerequisite preparation in technical areas is necessary for entry into follow-on schools/courses, respondents felt that such training at OCS should be very broad and introductory in nature. The phrase "concentrate on the basics" was most representative of opinion in this area.

4. At the OCS level, the intent of technical instruction should be to demonstrate the interaction of various technical areas with each other. Too often, primary attention is paid to the specifics of a particular system (i.e., "nuts and bolts") rather than to the relationship of that system with other similar systems.

NAVY ORGANIZATION/CHAIN OF COMMAND

There was little respondent reaction to this subject area. Some support for more instruction in organization at the junior officers working level was noted.

LEADERSHIP SKILL TRAINING

1. Response in this area paralleled the response received for Management Skill Training. Leadership and Management were viewed as part of some larger, all encompassing instructional area by most respondents.

2. Practical application of leadership skills during training was viewed as necessary by respondents. Theoretical training is not perceived as helpful in dealing with specific problems in the Fleet, particularly at the junior officer level.

3. Leadership is not easy to define and is difficult to teach because of this lack of definition; respondents tended to address the concept of leadership in nebulous terms. There is a general perception that "leaders are born, not made," and, therefore, leadership cannot be taught in the classroom.

4. Training for leadership is perceived as instruction in self-development; whereas training for management is directed toward instruction in the administration of others.

THE NAVY'S MISSION AND PURPOSE

1. The mission of the Navy is perceived to be a basic part of a Naval orientation training package.

2. Responses from recent OCS graduates tended to include the OCS "Seapower" lectures in this subject area. Response to these lectures was somewhat negative. Apparently, the lectures may be interesting but their subject matter may not necessarily have specific applicability for the junior Naval officer.

NAVAL TERMINOLOGY

1. There is no apparent reason to provide this training as a special topic. The use of terms/phrases will occur naturally during instruction of other materials.

2. The rapid assimilation of Naval terms into his vocabulary is most helpful to the junior officer. It makes him feel a part of a particular group or community, provides appropriate terminology for military functions and operations, and aids in interpersonal communication.

3. Specific terminology differs among activities and commands. The more contact the student can have with officers from various commands, the more complete will be his vocabulary on graduation. Local terminology will normally be learned on arrival at a specific command.

DRILL, PARADES, CEREMONIES

1. Drill is viewed as non-essential by respondents. This view was prevalent whether Drill was perceived as an end in itself, or as a means to an end.

2. Drill/Parades are perceived as serving a useful public affairs function and as having value in promoting the recruitment of potential officers. Drill also provides opportunities for leadership. However, these benefits are not considered sufficient to warrant retention of Drill to its current extent.

3. If Drill is to be required, it should be limited to those functions/evolutions that are normally used by the junior officer (e.g., mustering formations, inspections, facing movements, etc.)

4. If Drill is de-emphasized it may be appropriate to consider the use of a volunteer unit for ceremonial functions.

MANUAL OF ARMS/SWORD DRILL

1. Respondents perceived the use of weapons in drill at OCS to be of no value. Drilling under arms will never occur again for most officers; nor will most of them ever again drill others under arms.

2. Recent OCS graduates indicated that they perceived no value to drilling using an obsolete weapon. However, instruction in the manual of arms was not viewed by them as increasing the amount of time needed for instruction in Drill.

3. Sword Drill was also perceived as being unnecessary. While officers do wear swords for certain functions, most are never required to perform ceremonial salutes with them.

SMALL ARMS TRAINING

1. There was little respondent reaction to this subject area. Most perceived it as a "nice-to-have" part of the training program, but not many expressed ever having had a need to use it. The exception to this view was provided by officers who served "in-country" in Viet Nam; these officers were vocal in emphasizing the need for maintaining small arms training.

2. Those respondents desiring to "emphasize" training in small arms perferred instruction in additional weapons (e.g., M-14, M-16 rifles) rather than additional training in the use of the .45 caliber pistol.

NAVIGATION

1. Instruction in Piloting was perceived to be more necessary than instruction in Celestial Navigation. No clear concensus for the emphasis or de-emphasis of either of the Navigation subject areas was discernible.

2. Respondents expressed a desire for broader training in basic navigation areas. "Nuts and bolts" navigation training (e.g., completion of sight forms) was not perceived to be particularly useful.

3. A majority of respondents do not expect to be required to navigate. Women, Staff Corps officers, and Submarine Warfare qualified officers did not expect to use Celestial Navigation for the performance of their duties; non-sea duty personnel and most Staff Corps officers perceived no need for Piloting.

APPENDIX G

RANK-ORDERING OF 23 CURRICULUM TOPICS BY SELECTED SUBGROUPS ACCORDING TO PRIORITY AND FREQUENCY OF USE

APPENDIX G

RANK-ORDERING OF 23 CURRICULUM TOPICS BY SELECTED SUBGROUPS ACCORDING TO PRIORITY AND FREQUENCY OF USE

Rank-orders of topics by selected subgroups were analyzed to identify any significant differences that might exist between the response of the total sample and the various communities within it. Tables G-1 and G-2 display the results of the comparison.

EXPLANATORY COMMENTS

In reviewing the rankings of topics by subgroups, it can be observed that, in most cases, differences in rank order of curriculum topics are of apparently small significance. In the following paragraphs, individual subgroups are identified and comments related to their rankings noted.

RECENT OCS GRADUATE RANK-ORDERED SCALES. For this subgroup, nearly all topic rearrangement occurs on the Importance scale. In general, Leadership/Management topics are ranked a little higher in importance than they were by the total sample. Company Officer Counseling is not viewed as being as important by the recent graduates as it is by the total sample. Other scale differences between this subgroup and the total sample are of minor consequence, with merely a shifting of a position or two, or minor average rank score differences.

With the exception of some rearrangement at the lower end of the scale, the rank-order differences in the Frequency of Use scale are minor.

SENIOR SUPERVISORY PERSONNEL RANK-ORDERED SCALES. Senior personnel rankings vary even less from the total sample than do the recent OCS graduates. On the Importance scale, Naval Warfare and Company Officer Counseling (including traditions, wearing of uniforms, etc.) rank somewhat higher than do the management topics, and this difference, though slight, may indicate senior officers are concerned with these areas. As for the Frequency ranking, there is almost no difference noted between the total sample and the senior officer subgroup.

WOMEN OFFICER RANK-ORDERED SCALES. There is considerable difference between the rankings of the total sample and the women officers both on the Importance scale and the Frequency of Use scale. Such differences were not totally unexpected. As long as women officers can only occupy billets within the shore establishment, there would be little perceived need for knowledge of specific seagoing topics.

This supposition is demonstrated by the rankings on the Importance scale. Piloting, Seamanship, Damage Control, and Naval Engineering are ranked lower than the total sample ranking; Seapower, Company Officer

TABLE G-1. RANK-ORDER COMPARISON BETWEEN TOTAL SAMPLE AND SPECIFIED SUBGROUPINGS ON 23 CURRICULUM TOPICS (IMPORTANCE)

RANK In Total Sample	CURRICULUM TOPIC	AVERAGE RANK SCORE			
		Total Sample *(96)	Recent OCS Grad. (28)	Senior Officer (68)	Women (14)
1	Management Skills	5.3	4.7	5.5	3.0
2	Personnel Administration	7.3	7.9	7.0	5.3
3	Discipline Administration	8.1	7.8	8.2	6.6
4	Seamanship	8.1	7.9	8.2	12.1
5	Naval Warfare	8.1	8.8	7.8	6.0
6	Human Resources Management	8.7	7.8	9.0	5.7
7	Damage Control	9.3	9.4	9.2	13.6
8	Company Officer Counseling	9.5	10.9	9.0	7.2
9	Resources Management	9.7	8.7	10.1	11.6
10	Naval Communications	10.5	9.5	11.0	9.7
11	Naval Engineering	10.6	10.4	10.7	14.7
12	Piloting	10.9	9.5	11.4	13.8
13	Seapower	11.0	13.0	10.2	9.4
14	Safety	11.4	12.8	10.8	12.6
15	Initial Assignment Counseling	11.6	12.8	11.1	13.2
16	Celestial Navigation	14.3	14.2	14.4	14.1
17	Physical Fitness Training	14.6	13.5	15.0	13.9
18	First Aid	15.4	15.3	15.4	14.6
19	Swimming/Aquatics Training	16.2	15.3	16.6	16.4
20	Small Arms Training	17.4	17.7	17.3	17.4
21	Drill	17.4	17.2	17.5	15.0
22	The Navy Chaplain	18.5	18.9	18.4	17.1
23	Defensive Driving	21.6	21.9	21.5	21.4
	Correlation of Average Rank Score with Total Sample		.960	.978	.894

*( ) Number Responding

TABLE G-2. RANK-ORDER COMPARISON BETWEEN TOTAL SAMPLE AND SPECIFIED SUBGROUPINGS ON 23 CURRICULUM TOPICS (FREQUENCY)

RANK In Total Sample	CURRICULUM TOPIC	AVERAGE RANK SCORE			
		Total Sample *(90)	Recent OCS Grad. (28)	Senior Officer (62)	Women (14)
1	Management Skills	3.8	3.6	3.8	3.1
2	Personnel Administration	4.0	3.7	4.1	2.2
3	Discipline Administration	6.5	5.9	6.7	4.7
4	Resource Management	7.0	7.3	6.8	12.5
5	Human Resources Management	7.0	7.5	6.8	4.8
6	Naval Communications	7.8	8.2	7.7	6.7
7	Safety	8.2	8.6	8.0	8.4
8	Seamanship	9.4	10.3	9.0	16.9
9	Damage Control	9.7	10.2	9.5	16.8
10	Naval Engineering	10.3	10.7	10.1	16.2
11	Company Officer Counseling	10.4	11.3	10.0	5.6
12	Naval Warfare	11.5	11.7	11.5	11.5
13	Piloting	11.9	11.9	11.9	17.9
14	The Navy Chaplain	14.8	14.5	15.0	9.1
15	Seapower	14.9	15.5	14.6	13.9
16	First Aid	15.8	16.0	15.7	14.1
17	Physical Fitness Training	15.9	14.6	16.5	12.5
18	Celestial Navigation	16.7	17.7	16.3	19.0
19	Defensive Driving	17.4	16.0	18.0	13.4
20	Small Arms Training	17.7	18.4	17.3	19.1
21	Initial Assignment Counseling	17.9	17.8	17.9	16.9
22	Swimming/Aquatics Training	18.3	16.8	18.9	16.6
23	Drill	18.8	17.9	19.2	13.6
	Correlation of Average Rank Score with Total Sample		.981	.993	.676

*( ) Number Responding

Counseling, and Human Resources Management are ranked comparably higher in this regard. On the lower part of the Importance scale, there is little difference between the perceptions of the women officers and those of the total sample.

Frequency of Use scale comparison show even greater differences. Seagoing topics are again ranked low, as they are not used by women officers. Topics such as the Navy Chaplain and Company Officer Counseling were ranked high, possibly because of the nature of billets assigned to women. The low average rank scores on the Frequency scale in the management topics indicates a strong degree of concensus as to duties usually performed by woman officers.

Tests for correlation between the total sample and the woman officer subgroup were conducted for each scale. Correlation coefficients of .894 (Importance) and .676 (Frequency of Use) were obtained. The higher correlation between the Importance scales seems to indicate that women perceive much of the same material to be important as do their male counterparts; however, their usage of that material occurs much less frequently. This discrepancy is demonstrated again by observation of the dissimilarity of the two scales for the woman officer. A special correlation test, reported only for this subgroup, produced a much lower coefficient of correlation (.510) than was found by similar tests conducted for the other subgroups.

APPENDIX H

FORMAT FOR PRE-ENTRY INFORMATION PACKAGE

APPENDIX H

FORMAT FOR PRE-ENTRY INFORMATION PACKAGE[8]

FOREWORD (Welcome and General Comments)

I. GENERAL INFORMATION

A. BEFORE YOU COME

- Military Documentation
- Uniform Procedures
- Married Couples
- Illness Prior to Reporting
- Required Items: (a) Male; (b) Female (Money, Clothing and Miscellaneous)
- Checklist of Reminders
- Daily Routine at OCS

B. WHILE YOU'RE HERE

- Dependents
- Clothing
- Mailing Address
- Leave

C. AS YOU DEPART

- Awards
- Disenrollments
- Assignment After Graduation

II. ACADEMIC CURRICULA

A. INTRODUCTION

B. ACADEMIC PREPARATION

- Some Useful Fundamentals (Examples of Problems and Data)

C. CURRICULUM AND STANDARDS

- Physical Education Minimum Standards
- Leadership
- Navigation/Operations
- Orientation/Administration
- Seamanship/Readiness
- Reference Tests
- Additional Information Available

[8] Adapted From U.S. Coast Guard OCS Preview for Officer Candidates

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